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SFI Seafood Industry

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

SFI10119 Certificate I in Seafood Industry

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals preparing for work in the aquaculture, fishing and seafood processing and/or retail and distribution sectors of the seafood industry. The role includes undertaking a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 6 units of competency:
  - 2 core units plus
  - 4 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 2 from the electives listed below
- up to 2 from the electives listed below, or from any currently endorsed Training Package or accredited course.

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Core Units

SFIWHS201	Meet workplace health and safety requirements
SFIXSI102	Communicate in the seafood industry

Elective Units

SFIAQU101	Carry out basic aquaculture activities
SFIAQU202	Handle stock
SFIAQU217	Feed stock
SFIBIO201	Inspect and clean aquatic work equipment
SFIFSH201	Assemble and repair damaged netting
SFIFSH205	Apply deckhand skills aboard a fishing vessel
SFIPRO101	Clean fish
SFIPRO102	Clean work area
SFIPRO103	Fillet fish and prepare portions
SFIPRO104	Work with knives
SFISAD201	Prepare, cook and retail seafood products
SFISAD202	Retail seafood
SFISTR202	Receive and distribute product
SFISTR203	Assemble and load refrigerated product
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI201	Work effectively in the seafood industry
SFIXSI202	Maintain the temperature of seafood

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Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI10119 Certificate I in Seafood Industry Release 2	SFI10119 Certificate I in Seafood Industry Release 1	Updated elective unit	Equivalent

Links

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SFI20119 Certificate II in Aquaculture

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work as aquaculture attendants to support the care of aquatic stock in the aquaculture sector of the seafood industry. In this role, these individuals undertake a range of routine tasks such as handling, feeding and monitoring stock, and monitoring environmental conditions under the direction of a supervisor.

The environments in which these individuals work include:

- aquaculture farms
- aquarium wholesalers and retailers
- hatcheries and nurseries
- live post-harvest holding facilities.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at this time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 5 core units plus
  - 7 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 3 from the electives listed below
- up to 4 from the electives listed below, or from any currently endorsed Training Package or accredited course.

Core Units

SFIAQU202	Handle stock
SFIBIO201	Inspect and clean aquatic work equipment
SFIWHS201	Meet workplace health and safety requirements
SFIXSI102	Communicate in the seafood industry
SFIXSI201	Work effectively in the seafood industry

Elective Units

AHCCHM201	Apply chemicals under supervision
FBPOPR2056	Operate a freezing process
HLTAID011	Provide First Aid
SFIAQU201	Collect broodstock and seedstock
SFIAQU203	Manipulate stock culture environment
SFIAQU204	Undertake routine maintenance of water supply and disposal systems and structures
SFIAQU205	Monitor water quality
SFIAQU207	Monitor stock and environmental conditions
SFIAQU208	Produce algal or live-feed cultures
SFIAQU209	Carry out on-farm post-harvest operations
SFIAQU210	Harvest cultured or held stock
SFIAQU211	Maintain stock culture, holding and other farm structures
SFIAQU212	Operate and maintain a recirculating aquaculture system

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SFIAQU213	Use waders safely in aquatic environments
SFIAQU214	Control predators and pests
SFIAQU215	Control diseases
SFIAQU217	Feed stock
SFIAQU218	Prepare and use aquatic technology
SFIBIO301	Identify and report signs of aquatic disease or pests
SFIEMS201	Participate in environmentally sustainable work practices
SFIFSH201	Assemble and repair damaged netting
SFIPRO101	Clean fish
SFIPRO103	Fillet fish and prepare portions
SFIPRO104	Work with knives
SFISTR201	Prepare, pack and dispatch non-live product
SFISTR204	Prepare, pack and dispatch stock for live transport
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI202	Maintain the temperature of seafood
TLILIC0003	Licence to operate a forklift truck

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI20119 Certificate II in Aquaculture Release 2	SFI20119 Certificate II in Aquaculture Release 1	Updated elective unit	Equivalent

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Links

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SFI20219 Certificate II in Fishing Operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who support fishing operations in the fishing sector of the seafood industry. In this role, these individuals undertake a range of routine tasks such as using fishing equipment to land catch, maintaining the temperature of seafood catch, assembling and repairing netting and undertaking deckhand duties aboard a vessel under the direction of a supervisor.

The environments in which these individuals work include:

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

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

The MAR units in the elective bank are subject to licencing and regulatory requirements. These units must be implemented in line with the requirements of the *MAR Maritime Training Package*.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 5 core units, plus
  - 7 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 4 from the electives listed below
- up to 3 from the electives listed below, or from any currently endorsed Training Package or accredited course.

Core Units

SFIBIO201	Inspect and clean aquatic work equipment
SFIWHS201	Meet workplace health and safety requirements
SFIXSI102	Communicate in the seafood industry
SFIXSI201	Work effectively in the seafood industry
SFIXSI202	Maintain the temperature of seafood

Elective Units

HLTAID003	Provide first aid
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survive at sea using survival craft
SFIEMS201	Participate in environmentally sustainable work practices
SFIFSH201	Assemble and repair damaged netting
SFIFSH202	Cook on board a vessel
SFIFSH203	Use trawls to land catch
SFIFSH204	Use pots and traps to land catch
SFIFSH205	Apply deckhand skills aboard a fishing vessel

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SFIFSH206	Use hand operated lines to land catch
SFIFSH207	Use beach seines, mesh nets or gill nets to land catch
SFIFSH301	Operate vessel deck machinery and lifting appliance
SFIFSH302	Perform breath-hold diving operations
SFIPRO101	Clean fish
SFIPRO103	Fillet fish and prepare portions
SFIPRO104	Work with knives
SFISTR201	Prepare, pack and dispatch non-live product
SFISTR204	Prepare, pack and dispatch stock for live transport
SFIVOP201	Comply with organisational and legislative requirements for vessel operations
SFIVOP202	Contribute to safe navigation
SFIVOP203	Operate a small vessel
SFIVOP204	Operate and maintain outboard motors
SFIVOP205	Prepare for vessel maintenance
SFIXSI101	Apply basic seafood handling and safety practices

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI20219 Certificate II in Fishing Operations	SFI20211 Certificate II in Fishing Operations	Revised packaging rules to better reflect outcomes Total number of units reduced by 3 units Core units revised and increased by 1 unit	Equivalent qualification

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI20319 Certificate II in Seafood Post Harvest Operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work in the seafood processing or sales and distribution sectors of the seafood industry. In this role, these individuals undertake routine tasks such as fish preparation, packaging, storage, retail and distribution under the direction of a supervisor.

The environments in which these individuals work include:

- aquaculture farms or fishout/put-and-take operations
- contract harvesting and on-farm processing companies
- processing plants
- seafood wholesalers, fish markets or retailers.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 5 core units, plus
  - 7 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 4 from the electives listed below
- up to 3 from the electives listed below, or from any currently endorsed Training Package or accredited course.

Core Units

SFIWHS201	Meet workplace health and safety requirements
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI102	Communicate in the seafood industry
SFIXSI201	Work effectively in the seafood industry
SFIXSI202	Maintain the temperature of seafood

Elective Units

AMPCOR202	Apply hygiene and sanitation practices
FBPFSY2001	Implement the food safety program and procedures
FBPOPR2010	Work with temperature controlled stock
FBPOPR2019	Fill and close product in cans
FBPOPR2023	Operate a packaging process
FBPOPR2028	Operate a mixing or blending process
FBPOPR2036	Operate an extrusion process
FBPOPR2040	Operate a heat treatment process
FBPOPR2044	Operate a retort process
FBPOPR2045	Operate pumping equipment
FBPOPR2046	Operate a production process
FBPOPR2056	Operate a freezing process
FBPOPR2065	Conduct routine maintenance

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FBPOPR2066	Apply sampling procedures
FBPOPR2070	Apply quality systems and procedures
SFIAQU210	Harvest cultured or held stock
SFIEMS201	Participate in environmentally sustainable work practices
SFIFSH301	Operate vessel deck machinery and lifting appliance
SFIPRO101	Clean fish
SFIPRO102	Clean work area
SFIPRO103	Fillet fish and prepare portions
SFIPRO104	Work with knives
SFIPRO201	Head and peel crustaceans
SFIPRO202	Process squid, cuttlefish and octopus
SFIPRO203	Shuck molluscs
SFISAD201	Prepare, cook and retail seafood products
SFISAD202	Retail seafood
SFISTR201	Prepare, pack and dispatch non-live product
SFISTR202	Receive and distribute product
SFISTR204	Prepare, pack and dispatch stock for live transport
SIRXSLS002	Follow point-of-sale procedures
SITXINV001	Receive and store stock
TLID1002	Shift a load using manually-operated equipment
TLID2004	Load and unload goods/cargo
TLID2013	Move materials mechanically using automated equipment

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Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI20319 Certificate II in Seafood Post Harvest Operations	SFI20511 Certificate II in Seafood Processing	Updated to meet Standards for Training Packages Qualification merged, and replaces two qualifications under new title Revised packaging rules to better reflect outcomes Total number of units reduced by 3 units Core units revised and increased by 1 unit	Equivalent qualification
SFI20319 Certificate II in Seafood Post Harvest Operations	SFI20611 Certificate II in Seafood Industry (Sales and Distribution)	Updated to meet Standards for Training Packages Qualification merged, and replaces two qualifications under new title Revised packaging rules to better reflect outcomes Total number of units reduced by 3 units Core units revised and increased by 1 unit	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI20419 Certificate II in Fisheries Compliance Support

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work as compliance support officers, sea rangers or observers in a support role for an agency or organisation that has legislated responsibility for the management of fisheries, both wild catch and aquaculture. In this role, these individuals conduct field operations to ensure protection of resources and report on suspected non-compliance using only observable evidence that can be recorded.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences will be required if operating vessels or vehicles.

The MAR units that appear in the elective bank are subject to licencing and regulatory requirements. These units must be implemented in line with the requirements of the *MAR Maritime Training Package* and Australian Maritime Safety Authority (AMSA) requirements.

No licensing, legislative or certification requirements are known to apply to this unit at this time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 5 core units plus
  - 7 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

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- at least 4 from the electives listed below
- up to 3 from the electives listed below or from any currently endorsed Training Package or accredited course.

Core Units

SFICPL202	Conduct field observations
SFIWHS201	Meet workplace health and safety requirements
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI102	Communicate in the seafood industry
SFIXSI201	Work effectively in the seafood industry

Elective Units

AHCCHM201	Apply chemicals under supervision
AHCFAU201	Recognise fauna
AHCILM201	Maintain cultural places
AHCILM202	Observe and report plants or animals
AHCILM203	Record information about Country
AHCNAR202	Maintain wildlife habitat refuges
AHCPGD206	Conduct visual inspection of park facilities
AURTGA001	Drive and manoeuvre trailers
HLTAID003	Provide first aid
MARC043	Transmit and receive information by marine radio
MARC044	Transmit and receive information by VHF radio
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements

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MARF030	Survive at sea using survival craft
PUATEA001B	Work in a team
SFIBIO201	Inspect and clean aquatic work equipment
SFIBIO301	Identify and report signs of aquatic disease or pests
SFICPL201	Undertake a local operation
SFICPL203	Promote sustainable use of local marine and freshwater environments
SFICPL204	Communicate effectively in cross-cultural environments
SFICPL205	Present evidence in a court setting
SFICPL303	Board vessel at sea
SFICPL306	Gather, collate and record information
SFIEMS201	Participate in environmentally sustainable work practices
TLIC2025	Operate four wheel drive vehicle

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI20419 Certificate II in Fisheries Compliance Support	SFI20411 Certificate II in Fisheries Compliance Support	Updated to meet Standards for Training Packages Revised packaging rules to better reflect outcomes Total number of units reduced by 3 units Core units revised and increased by 1 unit	Equivalent qualification

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI30119 Certificate III in Aquaculture

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work as aquaculture attendants or technicians for the care of aquatic stock in the aquaculture sector of the seafood industry. In this role, these individuals have responsibilities for the handling of stock, and maintaining water quality and monitoring environmental conditions. They may perform dives or vessel operations as part of their role.

The environments in which these individuals work include:

- aquaculture farms
- aquarium wholesalers and retailers
- hatcheries and nurseries
- live post-harvest holding facilities.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Some SFI and imported units in the elective bank are subject to licencing, legislative or certification requirements, including:

- occupational diving is regulated independently by each state and territory workplace health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.
- the MAR units that appear in the elective bank are subject to licencing and regulatory requirements. These units must be implemented in line with the MAR Maritime Training Package and Australian Maritime Safety Authority (AMSA) requirements.
- the TLI licencing units must be implemented in line with the TLI Transport and Logistics Training Package.

Entry Requirements

There are no entry requirements for this qualification.

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Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 3 core units plus
  - 13 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. Any combination of electives that meets the packaging rules can be selected for the award of the Certificate III in Aquaculture:

- at least 5 electives listed in Group A
- the remaining 8 elective units may be selected from any of the groups below
- up to 4 electives may be selected from any currently endorsed Training Package or accredited course.

Where appropriate, electives may be packaged to provide a qualification with a specialisation area as follows:

- a minimum of 5 electives from Group B must be selected for the award of the Certificate III in Aquaculture (Diving Operations)
- a minimum of 8 electives from Group C must be selected for the award of the Certificate III in Aquaculture (Vessel Operations).

Core Units

SFIBIO301	Identify and report signs of aquatic disease or pests
SFIWHS301	Contribute to workplace health and safety processes
SFIXSI201	Work effectively in the seafood industry

Elective Units

Group A Aquaculture Operations

ACMCAS303	Provide advice on selection and care of aquatic animals
ACMCAS305	Maintain aquascapes and aquatic animals
AHCBIO202	Follow site quarantine procedures
AHCNAR302	Collect and preserve biological samples
FBPOPR2066	Apply sampling procedures
SFIAQU301	Undertake effluent treatment and waste disposal

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SFIAQU302	Construct or install stock culture, holding and farm structures
SFIAQU303	Monitor stock handling activities
SFIAQU304	Maintain water quality and environmental monitoring
SFIAQU305	Monitor harvest and post-harvest activities
SFIAQU306	Monitor production and maintain algal or live-feed cultures
SFIAQU307	Monitor the operations of a recirculating aquaculture system
SFIAQU308	Support hatchery operations
SFIAQU309	Carry out emergency procedures
SFIAQU310	Apply control measures for predators and pests
SFIAQU312	Monitor feed activities
SFIAQU313	Operate hi-tech and real time aquatic technology
SFIAQU314	Interpret aquatic digital information
SFIAQU315	Apply control measures for diseases
SFIAQU407	Coordinate sustainable aquacultural practices
SFIAQU408	Supervise harvest and post-harvest activities
SFIOBS305	Collect routine fishery management data
SFIBIO401	Apply aquaculture biosecurity measures

Group B Diving Operations

An asterisk (*) next to the unit code indicates that there are prerequisite requirements that must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

HLTAID011	Provide First Aid
SFIDIV301	Work effectively as a diver in the seafood industry
SFIDIV302	Perform diving operations using SSBA

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SFIDIV303	Perform diving operations using SCUBA
SFIDIV304	Undertake emergency procedures in diving operations using SSBA
SFIDIV305	Undertake emergency procedures in SCUBA diving operations
SFIDIV306	Perform underwater work in the aquaculture sector
SISOPLN006	Plan for minimal environmental impact
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB008*	SCUBA dive using Enriched Air Nitrox
SISOSCB009*	SCUBA dive to depths between 18 and 40 metres

Group C Vessel Operations

MARB027	Perform basic servicing and maintenance of main propulsion unit and auxiliary systems
MARC037	Operate inboard and outboard motors
MARC038	Operate main propulsion unit and auxiliary systems
MARC043	Transmit and receive information by marine radio
MARC044	Transmit and receive information by marine VHF radio
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survive at sea using survival craft
MARH013	Plan and navigate a passage for a vessel up to 12 metres
MARI003	Comply with regulations to ensure safe operation of a vessel up to 12 metres
MARJ006	Follow environmental work practices

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MARK007	Handle a vessel up to 12 metres
MARN008	Apply seamanship skills aboard a vessel up to 12 metres

Group D General Electives

AHCCHM304	Transport and store chemicals
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases
SFIAQU213	Use waders safely in aquatic environments
SFIEMS201	Participate in environmentally sustainable work practices
SFIFSH301	Operate vessel deck machinery and lifting appliance
SFIPRO101	Clean fish
SFIPRO103	Fillet fish and prepare portions
SFIPRO104	Work with knives
SFIPRO203	Shuck molluscs
SFISTR302	Supervise storage of temperature controlled stock
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI102	Communicate in the seafood industry
SFIXSI202	Maintain the temperature of seafood
SFIXSI402	Act to prevent interaction with protected species
SIRRMER001	Produce visual merchandise displays
TLILIC0003	Licence to operate a forklift truck
TLILIC0002	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC0008	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC0010	Licence to operate a slewing mobile crane (up to 20 tonnes)

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Prerequisite requirements

Unit of competency	Prerequisite requirement
SISOSCB008 SCUBA dive using Enriched Air Nitrox	SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB009 SCUBA dive to depths between 18 and 40 metres	SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI30119 Certificate III in Aquaculture Release 2	SFI30119 Certificate III in Aquaculture Release 1	Updated elective unit	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI30219 Certificate III in Fishing Operations

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the roles of individuals who work as senior deckhands or occupational divers on a commercial fishing vessel in the fishing sector of the seafood industry. In these roles, these individuals have responsibility for a range of fishing operations and may perform dives or vessel operations.

The environments in which these individuals may work include:

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

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Some SFI and imported units in the elective bank are subject to licencing, legislative or certification requirements, including:

- occupational diving is regulated independently by each state and territory workplace health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.
- the MAR units that appear in the elective bank are subject to licencing and regulatory requirements. These units must be implemented in line with the *MAR Maritime Training Package* and Australian Maritime Safety Authority (AMSA) requirements
- the TLI licencing units must be implemented in line with the *TLI Transport and Logistics Training Package*.

Entry Requirements

There are no entry requirements for this qualification.

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Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 3 core units, plus
  - 13 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. Any combination of electives that meets the packaging rules can be selected for the award of the Certificate III in Fishing Operations:

- at least 4 electives listed in Group A
- at least 5 from electives listed below in either Group A, B, C or D
- up to 4 from the electives listed below in either Group A, B, C or D or from any currently endorsed Training Package or accredited course.

Where appropriate, electives may be packaged to provide a qualification with a specialisation area as follows:

- a minimum of 5 electives from Group B must be selected for the award of the *Certificate III in Fishing Operations (Diving Operations)*
- a minimum of 8 electives from Group C must be selected for the award of the *Certificate III in Fishing Operations (Vessel Operations).*

Core Units

SFIBIO301	Identify and report signs of aquatic disease or pests
SFIWHS301	Contribute to workplace health and safety processes
SFIXSI201	Work effectively in the seafood industry

Elective Units

Group A Fishing Operations

SFIBIO401	Apply aquaculture biosecurity measures
SFIFSH201	Assemble and repair damaged netting
SFIFSH301	Operate vessel deck machinery and lifting appliance
SFIFSH302	Perform breath-hold diving operations

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SFIFSH303	Construct nets and customise design
SFIFSH304	Adjust and position fishing gear
SFIFSH305	Locate fishing grounds and stocks of fish
SFIFSH306	Manage and control fishing operations
SFIXSI202	Maintain the temperature of seafood
SFIXSI402	Act to prevent interaction with protected species

Group B Diving Operations

An asterisk (*) next to the unit code indicates that there are prerequisite requirements that must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

HLTAID011	Provide First Aid
SFIDIV301	Work effectively as a diver in the seafood industry
SFIDIV302	Perform diving operations using SSBA
SFIDIV303	Perform diving operations using SCUBA
SFIDIV304	Undertake emergency procedures in diving operations using SSBA
SFIDIV305	Undertake emergency procedures in SCUBA diving operations
SFIDIV307	Perform underwater work in the wild catch sector
SISOPLN006	Plan for minimal environmental impact
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB008*	SCUBA dive using Enriched Air Nitrox
SISOSCB009*	SCUBA dive to depths between 18 and 40 metres

Group C Vessel Operations

MARB027	Perform basic servicing and maintenance of main propulsion unit and auxiliary systems

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MARC037	Operate inboard and outboard motors
MARC038	Operate main propulsion unit and auxiliary systems
MARC043	Transmit and receive information by marine radio
MARC044	Transmit and receive information by marine VHF radio
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survive at sea using survival craft
MARH013	Plan and navigate a passage for a vessel up to 12 metres
MARI003	Comply with regulations to ensure safe operation of a vessel up to 12 metres
MARJ006	Follow environmental work practices
MARK007	Handle a vessel up to 12 metres
MARN008	Apply seamanship skills aboard a vessel up to 12 metres

Group D General Electives

SFIAQU303	Monitor stock handling activities
SFIAQU305	Monitor harvest and post-harvest activities
SFIAQU310	Apply control measures for predators and pests
SFIAQU315	Apply control measures for diseases
SFIEMS201	Participate in environmentally sustainable work practices
SFIPRO101	Clean fish
SFIPRO103	Fillet fish and prepare portions
SFIPRO104	Work with knives
SFIPRO203	Shuck molluscs

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SFISTR302	Supervise storage of temperature controlled stock
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI102	Communicate in the seafood industry
TLILIC0003	Licence to operate a forklift truck
TLILIC0002	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC0008	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC0010	Licence to operate a slewing mobile crane (up to 20 tonnes)

Prerequisite requirements

Unit of competency	Prerequisite requirement
SISOSCB008 SCUBA dive using Enriched Air Nitrox	SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB009 SCUBA dive to depths between 18 and 40 metres	SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI30219 Certificate III in Fishing Operations Release 2	SFI30219 Certificate III in Fishing Operations Release 1	Updated elective unit	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI30319 Certificate III in Seafood Post Harvest Operations

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work as leading process or sales workers in the seafood processing, sales and distribution sectors of the seafood industry. In this role, these individuals have responsibilities in seafood preparation, packaging and storage. This may include retail and wholesale activities.

The environments in which these individuals work may include:

- aquaculture farms
- contract harvesting and on-farm processing companies
- processing plants
- seafood wholesalers, fish markets or retailers.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 5 core units, plus
  - 11 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 7 from the electives listed below
- up to 4 from the electives listed below, or from any currently endorsed Training Package or accredited course.
- a maximum of 3 elective units may be coded at Certificate II.

Core Units

SFIPRO301	Monitor hygiene and sanitation requirements
SFISTR302	Supervise storage of temperature controlled stock
SFIWHS301	Contribute to workplace health and safety processes
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI201	Work effectively in the seafood industry

Elective Units

FBPFSY3001	Monitor the implementation of quality and food safety programs
FBPFSY3002	Participate in a HACCP team
FBPOPR2023	Operate a packaging process
FBPOPR2056	Operate a freezing process
FBPOPR2070	Apply quality systems and procedures
FBPOPR3005	Operate interrelated processes in a production system
FBPOPR3006	Operate interrelated processes in a packaging system
SFIEMS401	Implement and monitor environmentally sustainable work practices
SFIFSH301	Operate vessel deck machinery and lifting appliance
SFIPRO302	Handle and pack sashimi-grade fish
SFIPRO304	Boil and pack crustaceans

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SFIPRO401	Evaluate a batch of seafood
SFISAD201	Prepare, cook and retail seafood products
SFISAD202	Retail seafood
SFISAD301	Wholesale product
SFISTR202	Receive and distribute product
SFISTR301	Operate refrigerated storerooms
SIRXCEG004	Create a customer-centric culture
SIRXSLS002	Follow point-of-sale procedures
SITXINV004	Control stock
SITXMPR002	Create a promotional display or stand

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI30319 Certificate III in Seafood Post Harvest Operations Release 2	SFI30319 Certificate III in Seafood Post Harvest Operations Release 1	Removed deleted elective unit SFIPRO303 Slaughter and process crocodiles	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI30419 Certificate III in Fisheries Compliance

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work in a regulatory role for an agency or organisation that has legislated responsibility for fisheries management. In this role, these individuals promote and monitor compliance with fisheries legislation for recreational, commercial and traditional fishers, and the general public. They exercise compliance powers to enforce laws related to fisheries management and other associated legislation and may have statutory titles such as fisheries officers, compliance officers, inspectors or wardens.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences will be required if operating vessels and vehicles.

The MAR units that appear in the elective bank are subject to licencing and regulatory requirements. These units must be implemented in line with the requirements of the MAR Maritime Training Package and Australian Maritime Safety Authority (AMSA) requirements.

Statutory/legislative requirements may apply to holders of this qualification and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 8 core units plus

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- 8 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 5 from the electives listed below
- up to 3 from the electives listed below or from any currently endorsed Training Package or accredited course.

Core Units

SFICPL301	Maintain operational safety
SFICPL302	Exercise compliance powers
SFICPL304	Support the judicial process
SFICPL307	Facilitate effective communication in the workplace
SFICPL308	Monitor fish catches for legal compliance
SFIWHS301	Contribute to workplace health and safety processes
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI201	Work effectively in the seafood industry

Elective Units

AHCILM308	Identify traditional customs and land rights for an Indigenous Community
AURTGA001	Drive and manoeuvre trailers
MARC043	Transmit and receive information by marine radio
MARC044	Transmit and receive information by marine VHF radio
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survive at sea using survival craft

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PSPETH001	Uphold the values and principles of public service
PSPLEG001	Comply with legislation in the public sector
SFIBIO301	Identify and report signs of aquatic disease or pests
SFICPL303	Board vessel at sea
SFICPL305	Perform administrative duties
SFICPL306	Gather, collate and record information
SFICPL309	Conduct fisheries management awareness programs
SFIOBS301	Monitor and record fishing operations
SFIOBS302	Collect reliable scientific data and samples
SFIOBS304	Analyse and report onboard observations
SFIOBS305	Collect routine fishery management data
TLIC2025	Operate four wheel drive vehicle

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI30419 Certificate III in Fisheries Compliance Release 2	SFI30419 Certificate III in Fisheries Compliance Release 1	Updated elective unit	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI30520 Certificate III in Working with Crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Qualification Description

This qualification reflects the role of individuals who work with crocodiles either in a controlled environment or in the wild and applies to individuals who apply a broad range of knowledge and skills in varied roles related to working with crocodiles. If working with crocodiles in a controlled environment, individuals undertake a range of tasks such as handling, feeding and monitoring stock, and monitoring environmental conditions under limited supervision. If working with crocodiles in the wild, individuals conduct activities in crocodile habitats.

Individuals undertaking this qualification will be required to take responsibility for:

- risk factors associated with working with crocodiles
- their own outputs and learning
- participation in crocodile care teamwork.

The environments in which these individuals work include:

- crocodile farms
- crocodile research facilities
- crocodile wildlife parks
- Northern Australian waterways.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences or permits may be required for the use of firearms, operating vehicles or for restricted drugs used on crocodiles.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

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Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency:
  - 5 core units plus
  - 9 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 4 from Group A
- at least 3 from Group B
- up to 2 from the electives listed below in Group A or B, or from any currently endorsed Training Package or accredited course relevant to the work outcome.

Core Units

HLTAID013	Provide First Aid in remote situations
SFICRO305	Prepare to work with crocodiles
SFICRO306	Work safely in crocodile habitats
SFIWHS201	Meet workplace health and safety requirements
SIRXCOM002	Work effectively in a team

Elective Units

Group A

SFICRO301	Support hatchery and juvenile crocodile care
SFICRO302	Conduct crocodile surveys
SFICRO303	Care for crocodiles over 1.2 metres in a controlled environment
SFICRO304	Harvest crocodile eggs
SFICRO401	Manage minor crocodile incidents in the wild
SFICRO402	Harvest crocodiles for commercial use
SFICRO403	Capture, transport and release crocodiles

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SFICRO404	Euthanise or destroy crocodiles

Group B

ACMACR404	Manage conflict situations in an animal control and regulation environment
ACMAIM304	Transport injured large animals
ACMAIM404	Collaborate in planning sedation and anaesthesia of large animals in emergency field situations
AHCLSK304	Carry out post-mortem examination of livestock
HLTAHW001	Work with Aboriginal and/or Torres Strait Islander clients and communities
SFIAQU205	Monitor water quality
SFIAQU207	Monitor stock and environmental conditions
SFIAQU212	Operate and maintain a recirculating aquaculture system
SFIAQU214	Control predators and pests
SFIAQU215	Control diseases
SFIBIO201	Inspect and clean aquatic work equipment
SFICOM201	Communicate remotely
SFIPRO104	Work with knives
SFISTR201	Prepare, pack and dispatch non-live product
SFIVOP202	Contribute to safe navigation
SFIVOP203	Operate a small vessel
SFIXSI101	Apply basic seafood handling and safety practices
SFIXSI102	Communicate in the seafood industry
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SISODRV001	Drive AWD/4WD vehicles on unsealed roads

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TLIC3004	Drive heavy rigid vehicle

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI30520 Certificate III in Working with Crocodiles	Not applicable	Qualification has been created to address an occupational outcome required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI40119 Certificate IV in Aquaculture

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work in the aquaculture sector of the seafood industry at the supervisory or managerial level. In this role, these individuals are responsible for ensuring aquaculture business processes comply with legislative and workplace requirements. They also use their knowledge and skills to solve problems, plan for future work activities and take responsibility for others.

The environments in which these individuals work include:

- aquaculture farms or fishout/put-and-take operations
- hatcheries and nurseries
- live post-harvest holding facilities, such as processing plants, wholesalers or transporters.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 3 core units plus
  - 12 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 8 from the electives listed below, with at least 3 listed in Group A
- up to 4 from the electives listed below from Group A or B, or from any currently endorsed Training Package or accredited course.

Core Units

ACMWHS401	Maintain workplace health and safety processes
SFIAQU407	Coordinate sustainable aquacultural practices
SFIBIO401	Apply aquaculture biosecurity measures

Elective Units

Group A Specialist Electives

ACMCAS403	Design, construct and maintain aquascapes
AHCCHM404	Develop procedures to minimise risks in the use of chemicals
AHCCHM405	Plan and implement a chemical use program
AHCMOM402	Supervise maintenance of property, machinery and equipment
SFIAQU402	Coordinate construction or installation of stock culture, holding and farm structures
SFIAQU403	Manage water quality and environmental monitoring in enclosed systems
SFIAQU404	Operate hatchery
SFIAQU405	Develop emergency procedures for an aquaculture enterprise
SFIAQU406	Implement low water exchange microbial floc technologies
SFIAQU408	Supervise harvest and post-harvest activities
SFIAQU409	Implement, monitor and review stock production

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SFIAQU410	Implement a program to operate, maintain or upgrade a recirculating aquaculture system
SFIAQU411	Develop and implement a stock health program
SFIAQU412	Operate aquabotic technology
SFIAQU413	Maintain aquabotic technology
SFIAQU414	Investigate the use of new or emerging aquatic technology
SFIAQU415	Operate ROVs
SFIEMS401	Implement and monitor environmentally sustainable work practices

Group B General Electives

AHCBUS407	Cost a project
AHCBUS408	Operate within a budget framework
AHCWRK403	Supervise work routines and staff performance
BSBATSIC411	Communicate with the community
BSBESB401	Research and develop business plans
BSBESB403	Plan finances for new business ventures
BSBESB404	Market new business ventures
BSBESB406	Establish operational strategies and procedures for new business ventures
BSBESB407	Manage finances for new business ventures
BSBHRM413	Support the learning and development of teams and individuals
BSBHRM415	Coordinate recruitment and onboarding
BSBLDR411	Demonstrate leadership in the workplace
BSBLDR413	Lead effective workplace relationships
BSBLDR414	Lead team effectiveness

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BSBOPS403	Apply business risk management processes
BSBSTR401	Promote innovation in team environments
BSBSTR402	Implement continuous improvement

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI40119 Certificate IV in Aquaculture Release 2	SFI40119 Certificate IV in Aquaculture Release 1	Updated elective unit	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI40219 Certificate IV in Seafood Post Harvest Operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work in the seafood processing and sales and distribution sectors of the seafood industry at the supervisory or managerial level. In this role, these individuals are responsible for evaluating the quality of seafood to be processed or sold, and ensuring processing practices and systems meet quality and legislative requirements.

The environments in which these individuals work include:

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

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 3 core units, plus
  - 12 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 8 from the electives listed below from Group A or B, with at least 4 listed in Group A
- up to 4 from the electives listed below from Group A or B, or from any currently endorsed Training Package or accredited course.

Core Units

ACMWHS401	Maintain workplace health and safety processes
FBPFSY4001	Supervise and maintain a food safety plan
SFIPRO401	Evaluate a batch of seafood

Elective Units

Group A Specialist Electives

AMPX421	Establish sampling program
FBPFSY4002	Supervise and verify supporting programs for food safety
FBPFSY5001	Develop a HACCP-based food safety plan
HLTFSE008	Conduct internal food safety audits
SFIAQU405	Develop emergency procedures for an aquaculture enterprise
SFIEMS401	Implement and monitor environmentally sustainable work practices
SFIPRO402	Manage a product recall
SFIPRO403	Develop and implement a seafood waste utilisation strategy
SFIPRO404	Plan and develop formulations and specifications for new seafood product
SFISAD301	Wholesale product
SFISAD401	Buy seafood product
SFISAD402	Analyse domestic seafood market opportunities

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SFISAD403	Analyse international seafood market opportunities
SFISAD404	Develop and provide information about seafood product
SFISTR302	Supervise storage of temperature controlled stock
SFIXSI401	Participate in a media interview or presentation

Group B General Electives

AHCWRK403	Supervise work routines and staff performance
BSBHRM405	Support the recruitment, selection and induction of staff
BSBINN301	Promote innovation in a team environment
BSBLDR513	Communicate with influence
BSBLED401	Develop teams and individuals
BSBMGT401	Show leadership in the workplace
BSBMGT403	Implement continuous improvement
BSBRSK401	Identify risk and apply risk management processes
BSBSMB404	Undertake small business planning
BSBSMB407	Manage a small team
BSBSMB420	Evaluate and develop small business operations
BSBSMB421	Manage small business finances
BSBSUS401	Implement and monitor environmentally sustainable work practices
MSS403086	Improve cost factors in work practices
MSS404052	Apply statistics to operational processes

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFI40219 Certificate IV in Seafood Post Harvest Operations	SFI40511 Certificate IV in Seafood Processing	Updated to meet Standards for Training Packages Qualification merged, and replaces two qualifications under new title Revised packaging rules to better reflect outcomes Total number of units reduced by 5 units Core units revised and decreased by 2 unit	Equivalent qualification
SFI40219 Certificate IV in Seafood Post Harvest Operations	SFI40611 Certificate IV in Seafood Industry Sales and Distribution	Updated to meet Standards for Training Packages Qualification merged, and replaces two qualifications under new title Revised packaging rules to better reflect outcomes Total number of units reduced by 5 units Core units revised and decreased by 2 unit	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI40319 Certificate IV in Fisheries Compliance

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work in a senior or supervising regulatory role for an agency or organisation that has legislated responsibility for fisheries management. In this role, these individuals have responsibility for ensuring that compliance monitoring and administrative procedures comply with legislative and jurisdictional requirements. They plan and promote fisheries management awareness programs for commercial, recreational and traditional fishers and undertake surveillance and report as part of their role. They may have statutory titles such a senior or supervising fisheries officers, compliance officers, inspectors or wardens.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Statutory/legislative requirements apply to this qualification and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 6 core units plus
  - 6 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 3 from the electives listed below
- up to 3 from the electives listed below or from any currently endorsed Training Package or accredited course.

Core Units

SFICPL303	Board vessel at sea
SFICPL308	Monitor fish catches for legal compliance
SFICPL409	Undertake patrol operations
SFICPL410	Promote fisheries management awareness programs
SFICPL411	Implement fisheries compliance
SFICPL412	Operate in remote areas

Elective Units

AURTGA001	Drive and manoeuvre trailers
BSBLDR411	Demonstrate leadership in the workplace
BSBLDR412	Communicate effectively as a workplace leader
BSBLDR413	Lead effective workplace relationships
BSBOPS403	Apply business risk management processes
BSBWHS311	Assist with maintaining workplace safety
BSBXTW301	Work in a Team
PSPCRT007	Compile and use official notes
PSPETH002	Uphold and support the values and principles of public service
PSPINV001	Plan and initiate an investigation
PSPINV002	Conduct an investigation
PSPINV003	Finalise an investigation

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PSPREG003	Apply regulatory powers
PSPREG005	Assess compliance
PSPREG006	Produce formal record of interview
PSPREG010	Prepare a brief of evidence
PSPREG011	Give evidence
PSPREG012	Gather information through interviews
SFICPL307	Facilitate effective communication in the workplace
SFICPL401	Conduct an investigative audit
SFICPL402	Plan the surveillance operation
SFICPL403	Operate and maintain surveillance equipment
SFICPL404	Operate an observation post
SFICPL405	Perform post-surveillance duties
SFICPL406	Perform mobile surveillance
SFICPL407	Undertake prosecution procedures for magistrate's court
SFICPL408	Manage own professional performance
SFIOBS301	Monitor and record fishing operations
SFIOBS302	Collect reliable scientific data and samples
SFIOBS304	Analyse and report onboard observations
SFIOBS305	Collect routine fishery management data
SFIXSI101	Apply basic seafood handling and safety practices
TLIC2025	Operate four wheel drive vehicle

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFI40319 Certificate IV in Fisheries Compliance Release 2	SFI40319 Certificate IV in Fisheries Compliance Release 1	Updated elective unit	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI50119 Diploma of Aquaculture

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work in the aquaculture sector of the seafood industry at a management or leadership level. In this role, these individuals design, plan and implement programs and sustainable practices for an aquaculture enterprise that comply with a wide range of legislative and regulatory requirements.

The environments in which these individuals work include:

- aquaculture farms or fishout/put-and-take operations
- companies providing contract specialist services for aquaculture operations
- companies providing consultancy, advisory, equipment sales or other services
- hatcheries and nurseries
- live post-harvest holding facilities, such as processing plants, wholesalers or transporters.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 2 core units plus
  - 10 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualifications Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 7 from the electives listed below, with at least 4 listed in Group A
- up to 3 from the electives listed below from Group A or B, or from any currently endorsed Training Package or accredited course.

Core Units

SFIAQU504	Plan and implement environmentally sustainable aquacultural practices
SFIBIO501	Plan and implement an aquaculture biosecurity plan

Elective Units

Group A Specialist Electives

SFIAQU501	Develop a stock nutrition program
SFIAQU502	Develop and implement an aquaculture breeding strategy
SFIAQU503	Establish an aquaculture facility
SFIAQU505	Plan stock health management
SFIAQU506	Manage an aquaculture research trial
SFIAQU508	Plan and design stock culture or holding systems and structures
SFIAQU509	Develop stock production plan
SFIAQU510	Design a recirculating aquaculture system
SFIAQU511	Culture new aquaculture species
SFIAQU512	Plan and design water supply and disposal systems
SFIEMS501	Plan an aquatic environmental audit
SFIEMS502	Conduct an aquatic environmental audit

Group B General Electives

ACMWHS501	Manage workplace health and safety processes

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AHCAGB512	Plan and manage infrastructure
AHCAGB513	Develop a farm plan
AHCAGB519	Plan and monitor production processes
AHCAGB609	Develop export markets for produce
AHCCHM501	Develop and manage a chemical use strategy
AHCMOM501	Manage machinery and equipment
AHCWRK502	Collect and manage data
BSBCMM511	Communicate with influence
BSBFIN501	Manage budgets and financial plans
BSBHRM522	Manage employee and industrial relations
BSBHRM523	Coordinate the learning and development of teams and individuals
BSBHRM525	Manage recruitment and onboarding
BSBINS601	Manage knowledge and information
BSBLDR522	Manage people performance
BSBLDR523	Lead and manage effective workplace relationships
BSBLDR602	Provide leadership across the organisation
BSBOPS502	Manage business operational plans
BSBOPS504	Manage business risk
BSBOPS601	Develop and implement business plans
BSBPRC502	Manage supplier relationships
BSBPRC504	Manage a supply chain
BSBSTR501	Establish innovative work environments
BSBSTR502	Facilitate continuous improvement
BSBSTR602	Develop organisational strategies

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BSBSUS511	Develop workplace policies and procedures for sustainability
SFIXSI401	Participate in a media interview or presentation

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI50119 Diploma of Aquaculture Release 2	SFI50119 Diploma of Aquaculture Release 1	Updated elective unit	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFI50219 Diploma of Fisheries Compliance

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who work at the leadership level for an agency or organisation that has legislated responsibility for fisheries management. In this role, they manage fisheries compliance functions, conduct workplace audits as well as contribute to fisheries management policy development at the broader industry and community level. They may have responsibilities in supporting and leading staff and managing staff performance.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements are known to apply to this unit at this time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 3 core units plus
  - 9 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 5 from the electives listed below

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- up to 4 from the electives listed below, or from any currently endorsed Training Package or accredited course.

Core Units

PSPETH003	Promote the values and ethos of public service
SFICPL501	Administer the district office
SFICPL502	Contribute to fisheries management

Elective Units

BSBCMM511	Communicate with influence
BSBINS401	Analyse and present research information
BSBLDR522	Manage people performance
BSBLDR523	Lead and manage effective workplace relationships
BSBOPS502	Manage business operational plans
BSBOPS504	Manage business risk
BSBPEF501	Manage personal and professional development
BSBSTR502	Facilitate continuous improvement
BSBTEC403	Apply digital solutions to work processes
BSBTWK502	Manage team effectiveness
BSBWHS521	Ensure a safe workplace for a work area
PSPETH004	Maintain and enhance confidence in public service
PSPGEN048	Support workplace coaching and mentoring
PSPGEN053	Provide leadership
PSPGEN057	Develop and use political nous
PSPGEN074	Develop and implement community engagement strategies
PSPINM013	Maintain and monitor service standards

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PSPINV002	Conduct an investigation
PSPLEG003	Promote compliance with legislation in the public sector
PSPPCY008	Develop public policy
PSPPCY009	Provide policy advice
PSPPCY011	Influence strategic policy
PSPREG021	Coordinate investigation processes
PSPREG025	Manage investigations
PSPREG026	Review and evaluate investigations
PSPREG030	Manage investigations program
PSPWPI007	Represent and promote the organisation
SFICPL401	Conduct an investigative audit
SFICPL407	Undertake prosecution procedures for magistrate's court
SFICPL503	Undertake the prosecution in a trial
SFIEMS501	Plan an aquatic environmental audit
SFIEMS502	Conduct an aquatic environmental audit
SFIXSI401	Participate in a media interview or presentation

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFI50219 Diploma of Fisheries Compliance Release 2	SFI50219 Diploma of Fisheries Compliance Release 1	Updated elective unit	Equivalent

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Links

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SFIAQU101 Carry out basic aquaculture activities

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare for and carry out a range of basic routine work activities for an aquaculture, seafood holding or ornamental operation.

The unit applies to individuals who work under direct supervision in an aquaculture workplace performing basic tasks such as cleaning, minor construction and maintenance, painting, digging, weeding, moving or operating equipment, and handling, feeding and harvesting stock.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for basic aquaculture activities	1.1 Receive instructions from supervisor and confirm understanding of work tasks and workplace procedures

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Collect required materials, tools and equipment, including personal protective equipment, and check off against supervisor instructions
2. Complete aquaculture activities	2.1 Confirm workplace safety procedures with supervisor prior to commencing work 2.2 Carry out work safely according to supervisor instructions and workplace procedures
3. Clean up after aquaculture activities	3.1 Clean and check materials, tools and equipment for obvious damage and return to storage 3.2 Give a verbal work report to the supervisor indicating work tasks completed, any damage to tools and equipment, abnormal stock behaviour and any problems that may have arisen

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workplace procedures and instructions
Numeracy	• Counts tools and equipment, and relevant materials
Get the work done	• Follows clear instructions to complete own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIAQU101 Carry out basic aquaculture	SFIAQUA102B Carry out basic aquaculture	Updated to meet Standards for Training Packages	Equivalent unit

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activities	activities		

Links

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Assessment Requirements for SFIAQU101 Carry out basic aquaculture activities

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has carried out basic aquaculture activities on at least one occasion, including:

- completing two of the following tasks safely and as specified by the supervisor:
  - cleaning, drying out, untangling or carrying out minor construction on nets, tanks, culture or holding structures and farm structures
  - feeding stock
  - manual activities, such as moving materials or equipment, painting and stripping, weeding, mowing and digging
  - minor plant and equipment cleaning, maintenance and/or operation
  - stock handling or harvesting, such as collecting, moving, packing live and dead stock, and sorting and grading
- using the appropriate materials, tools and personal protective equipment for the task
- cleaning up work area and equipment and reporting to supervisor after completion of work tasks.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- range and purpose of basic routine work activities carried out in an aquaculture, seafood holding or ornamental operation
- basic biological characteristics and welfare of the culture species
- basic health and safety and biosecurity requirements relating to own work
- purpose and operation of basic hand-held tools and personal protective equipment
- workplace procedures for basic aquaculture activities.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment suitable for the work activity
  - basic hand-held tools and equipment relevant to work activities
- specifications:
  - workplace procedures and specific instructions relevant to the activity
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU201 Collect broodstock and seedstock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to collect, pack and transport or transfer broodstock and seedstock in a way that minimises stress to stock. It does not include the collection of crocodiles or species from sea by qualified divers.

This unit applies to individuals who undertake routine tasks in collecting live stock from the wild and/or on-farm facilities for transport to an aquaculture facility under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if diving or operating load-shifting equipment, vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for collection of stock	1.1 Receive and confirm instructions and workplace procedures for collection requirements with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Gather equipment and personal protective equipment and check for serviceability 1.3 Transfer equipment into collection vehicle and transport to collection area ready for use
2. Collect and transport stock	2.1 Collect and grade broodstock and seedstock according to workplace quantity and quality requirements 2.2 Pack broodstock or seedstock for transport according to workplace procedures 2.3 Transport broodstock or seedstock and transfer safely to culture or holding structures 2.4 Handle broodstock or seedstock in a way that minimises stress or damage
3. Complete post-collection activities	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workplace procedures and instructions
Writing	• Fills out workplace records legibly and accurately
Numeracy	• Counts stock numbers and categorises stock • Uses addition and multiplication to calculate quantities of stock
Oral communication	• Asks questions to clarify job requirements • Describes abnormal records or stock behaviour to supervisor using correct terminology

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Skill	Description
Get the work done	• Plans routine tasks and seeks guidance when plans are interrupted, circumstances change or resources are not available • Makes routine decisions about whether stock behaviour or records are abnormal or irregular

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU201 Collect broodstock and seedstock	SFIAQUA201C Collect broodstock and seedstock	Updated to meet Standards for Training Packages Minor changes to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU201 Collect broodstock and seedstock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has collected, packed and transported broodstock and seedstock on at least one occasion, including:

- communicating and reporting to supervisor on collection activities
- preparing and operating equipment used for collection and transport
- handling, collecting, grading and packing live broodstock and seedstock to ensure minimal stress or damage
- recording observations
- cleaning work area and storing tools and equipment post-collection.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic characteristics of normal and abnormal behaviour of stock collected from the wild and/or on-farm facilities
- main causes of stress and damage in stock, and methods to overcome these
- operating methods and basic maintenance and repairs for collection, transport and holding equipment
- biosecurity requirements relating to collecting broodstock and seedstock
- workplace procedures for collecting broodstock and seedstock, including health and safety requirements relevant to the activity
- workplace quantity and quality requirements for grading broodstock and seedstock
- workplace reporting requirements for broodstock and seedstock collection.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment for collecting broodstock and seedstock
  - collection, transport and holding equipment
  - culture and holding structures
  - live broodstock or seedstock for collecting and packing
  - data or recoding sheets
- specifications:
  - specific instructions and workplace procedures for collecting broodstock and seedstock
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU202 Handle stock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to handle aquaculture stock, using stock handling equipment and carrying out observations relating to handling stock. It includes dangerous stock but does not cover handling crocodiles.

The unit applies to individuals who undertake routine stock handling activities, including cleaning, moving, grading and stocking of culture or holding structures, half pearl seeding of molluscs, and undertaking specific or general observations in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment, vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for handling	1.1 Receive and confirm instructions with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
stock	1.2 Collect required equipment, including personal protective equipment, and check for serviceability 1.3 Report to supervisor any conditions that could adversely impact on the stock handling activity 1.4 Prepare culture or holding structures to meet the requirements of incoming stock 1.5 Select route or position of equipment for ease of access, safety of workers and minimal risk of stress and damage to stock being moved
2. Handle and observe stock	2.1 Observe, identify, isolate and retrieve required stock according to supervisor instructions 2.2 Use stock handling methods and equipment to minimise stress and damage to stock 2.3 Obtain and record data relating to stock handling
3. Complete post-handling activities	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data, observations and post-handling mortalities, and report abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in work instructions and workplace procedures
Writing	• Completes workplace records legibly and accurately
Numeracy	• Counts and categorises stock
Oral communication	• Asks questions to clarify job requirements • Describes abnormal records or stock behaviour using correct

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Skill	Description
	terminology
Navigate the world of work	• Recognises and follows workplace requirements, including safety requirements, associated with own role
Get the work done	• Seeks guidance when plans are interrupted, circumstances change or resources are not available

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU202 Handle stock	SFIAQUA206C Handle stock	Updated to meet Standards for Training Packages Minor changes to elements and performance criteria to clarify intent of unit	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU202 Handle stock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual safely handled and observed aquaculture stock on at least one occasion, including:

- communicating and reporting to supervisor on stock handling activities
- identifying and using personal protective equipment
- preparing and operating stock handling equipment appropriate to stock
- using stock handling techniques appropriate to stock
- completing accurate stock handling records based on observations
- cleaning up work area and storing tools and equipment post-handling.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic characteristics of abnormal and normal stock behaviour
- basic biological requirements and lifecycles of species relevant to stock handling activities
- correct handling techniques for species being handled
- effects that handling can have on stock
- effects of water and environmental conditions on stock
- operation and maintenance of automatic or mechanised equipment
- health and safety practices and biosecurity measures used when handling stock.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - stock handling equipment
  - culture or holding structures
  - personal protective equipment
  - stock to be handled
  - data or recording sheets
- specifications:
  - work instructions and workplace procedures for handling stock
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU203 Manipulate stock culture environment

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to manipulate the stock culture environment to optimise growing or holding conditions.

The unit applies to individuals who carry out routine tasks relating to culture or holding environments in an aquaculture facility under the guidance of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment, vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for	1.1 Confirm with supervisor water quality parameter to be adjusted

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
manipulation of culture or holding environment	1.2 Collect required water treatment materials, equipment and personal protective equipment, and check for serviceability 1.3 Observe water and environmental conditions that could adversely impact stock, and report to supervisor
2. Manipulate culture or holding environment	2.1 Apply water treatment safely and in accordance with work health and safety (WHS), food safety, biosecurity and environmental regulations, stock requirements and supervisor instructions 2.2 Observe stock behaviour and use work practices that minimise stock stress and damage 2.3 Check water parameters manipulated against stock requirements
3. Complete activities after the environment has been manipulated	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets key information in work instructions and relevant workplace procedures
Writing	• Completes workplace records legibly and accurately
Numeracy	• Measures parameters being adjusted
Oral communication	• Asks questions to clarify job requirements • Describes abnormal records, stock behaviour or environmental conditions to supervisor using correct terminology
Interact with others	• Follows accepted practices and protocols for reporting issues to supervisors

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Skill	Description
Get the work done	• Plans routine tasks and seeks guidance when plans are interrupted, circumstances change or resources are not available

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU203 Manipulate stock culture environment Release 2	SFIAQUA203 Manipulate stock culture environment Release 1	Minor update to performance criteria and performance evidence for clarity	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU203 Manipulate stock culture environment

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has manipulated the stock culture environment on at least one occasion, including:

- communicating with and reporting to supervisor on manipulating the stock culture environment
- preparing and safely applying basic water treatment using appropriate water treatment materials, equipment and personal protective equipment
- monitoring culture and holding environments to ensure optimal conditions for rearing stock, while adhering to workplace health and safety, food safety, biosecurity and environmental regulations
- completing accurate observation records to demonstrate compliance with workplace procedures
- cleaning up work area and storing tools and equipment after environment manipulation activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- use and purpose of basic water quality tests
- features of basic water quality and environmental factors that can impact stock
- effects of water and culture conditions on stock
- key characteristics of normal and abnormal stock behaviour
- methods and techniques for manipulating stock culture or holding environments
- main reasons for manipulating the stock culture environment

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- safe work practices and biosecurity measures used when manipulating stock culture and holding environments.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - basic water treatment materials and equipment for manipulating stock culture environment
  - personal protective equipment
  - culture or holding structures containing stock
  - data or recording sheets
- specifications:
  - work instructions and workplace procedures for manipulating stock culture environments
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU204 Undertake routine maintenance of water supply and disposal systems and structures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to carry out routine maintenance and minor repairs on a water supply and disposal system or structure and its various components. It includes safely shutting down and restarting water supply and disposal system equipment and infrastructure, and replacing or repairing worn or damaged parts, with minimal stress or damage to stock.

The unit applies to individuals who carry out maintenance work in an aquaculture facility under the direction and guidance of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work	1.1 Confirm maintenance schedule or instructions with supervisor 1.2 Collect and check required tools and equipment, including personal protective equipment, for serviceability 1.3 Review and prioritise tasks at the work site against instructions
2. Undertake maintenance and repairs	2.1 Shut down or control water supply, disposal system or structure as instructed, and enable an alternative supply or disposal system before beginning maintenance and repairs 2.2 Service equipment using safe work practices 2.3 Replace or repair worn or damaged parts as instructed by supervisor
3. Follow up maintenance and repair activities	3.1 Return water supply, disposal system or structure to working order 3.2 Measure and record flow rates according to workplace procedures 3.3 Visually inspect water supply and disposal system or structure for non-standard operation, and report observations
4. Finalise and review maintenance and repair activities	4.1 Clean work area and dispose of waste materials safely according to workplace procedures 4.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 4.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets workplace procedures and manufacturer guidelines or service manuals
Writing	• Completes workplace records legibly and accurately
Numeracy	• Interprets symbols and numbers in maintenance schedules, flow

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Skill	Description
	metres and gauges • Measures length and depth • Calculates volume and flow rate
Oral communication	• Asks questions to clarify job requirements • Describes abnormal records to supervisor using correct terminology
Get the work done	• Makes routine decisions about condition of equipment and structures and water quality

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU204 Undertake routine maintenance of water supply and disposal systems and structures	SFIAQUA211C Undertake routine maintenance of water supply and disposal systems and structures	Updated to meet Standards for Training Packages Minor changes to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU204 Undertake routine maintenance of water supply and disposal systems and structures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion, undertaken maintenance for both a water supply and a disposal system or structure, including:

- communicating with and reporting to supervisor on routine maintenance and repair tasks
- safely shutting down and restarting water supply and disposal systems or structures with minimal stress or damage to stock
- applying correct repair and maintenance techniques to water supply and disposal systems or structures
- safely preparing and using the appropriate hand and power tools and personal protective equipment for the required maintenance and repair tasks
- observing and completing accurate observation records on water supply and disposal system or operation
- cleaning up work area and storing tools and equipment after maintenance and repair activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic design principles and components of water supply and disposal systems or structures
- consequences of disabled water supply and disposal systems or structures on water quality and stock
- workplace procedures for undertaking maintenance and repairs and reporting non-standard operations
- general maintenance requirements for water supply and disposal systems or structures and their components
- general operating principles of specific types of pumps and treatment structures

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- operation and maintenance of automatic or mechanised equipment related to water supply and disposal systems
- health and safety requirements relevant to maintaining water supply and disposal systems or structures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - hand and power tools and parts relevant to the water supply and disposal system or structure
  - personal protective equipment
  - water supply and disposal system or structure
  - data or recording sheets
- specifications:
  - maintenance schedule or specific instructions for maintaining water supply and disposal systems or structures
  - workplace procedures relevant to maintaining water supply and disposal systems or structures
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU205 Monitor water quality

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to use basic monitoring equipment to test the water quality and environmental conditions for cultured and held stock.

The unit applies to individuals who carry out basic monitoring activities in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for monitoring	1.1 Receive instructions for monitoring schedule from supervisor and confirm understanding 1.2 Collect required equipment, including personal protective

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment, and check for serviceability
2. Carry out monitoring	2.1 Perform water quality tests according to monitoring schedule 2.2 Check water quality parameters against acceptable range 2.3 Collect and prepare samples of water as instructed by supervisor
3. Complete monitoring activities	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workplace procedures, monitoring schedule and instructions
Writing	• Fills out workplace records legibly and accurately
Numeracy	• Completes basic calculations for measuring water quality • Interprets numbers and symbols on testing equipment and meters • Checks measurement standard to calibrate equipment
Oral communication	• Asks questions to clarify job requirements • Describes abnormal records to supervisor using correct terminology

Unit Mapping Information

Unit Mapping Information

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU205 Monitor water quality	SFIAQUA213C Monitor stock and environmental conditions	Updated to meet Standards for Training Packages Content relating to water testing has been incorporated into this unit All other content has been incorporated into SFIAQU207 Monitor stock and environmental conditions	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU205 Monitor water quality

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored water quality and environmental conditions for aquaculture stock on at least one occasion, including:

- communicating with and reporting to supervisor on monitoring activities
- using appropriate equipment, including personal protective equipment
- completing required water quality tests and samples
- operating and maintaining basic monitoring equipment
- completing accurate records on monitoring observations
- cleaning work area and equipment and storing tools and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace sampling and monitoring procedures for monitoring water quality and environmental conditions
- operation of monitoring equipment
- use and purpose of basic sampling equipment
- environmental conditions to be monitored
- basic water quality factors and their impact on stock
- parameters to be monitored and accepted workplace ranges
- safe work practices and environmental requirements relevant to monitoring water quality and environmental conditions.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - monitoring schedule
  - culture and sampling equipment for stock culture environment
  - personal protective equipment
  - culture or holding environment to monitor
  - data or recording sheets
- specifications:
  - workplace procedures for monitoring environmental conditions
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU207 Monitor stock and environmental conditions

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor the behaviour and health of cultured and held stock, and monitor routine environmental conditions.

The unit applies to individuals who carry out basic monitoring activities in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for monitoring	1.1 Confirm monitoring schedule and required observations with supervisor 1.2 Collect required equipment, including personal protective

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment, and check for serviceability
2. Carry out monitoring	2.1 Observe stock condition, checking for anything that could be deemed as abnormal 2.2 Make observations and measurements on stock characteristics as required in monitoring schedule
3. Complete monitoring activities	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workplace procedures, monitoring schedule and instructions
Writing	• Fills out workplace records legibly and accurately
Numeracy	• Interprets environmental measures
Oral communication	• Asks questions to clarify job requirements • Describes abnormal stock behaviour to supervisor using correct terminology
Get the work done	• Makes routine decisions about condition of stock

Unit Mapping Information

Code and title	**Code and title**	**Comments**	**Equivalence status**

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current version	previous version		
SFIAQU207 Monitor stock and environmental conditions	SFIAQUA213C Monitor stock and environmental conditions	Updated to meet Standards for Training Packages Content relating to water testing has been incorporated into SFIAQU205 Monitor water quality All other content has been incorporated into this unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU207 Monitor stock and environmental conditions

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored aquaculture stock and environmental conditions on at least one occasion, including:

- communicating with and reporting to supervisor on monitoring activities
- preparing and using monitoring equipment, including personal protective equipment
- observing stock behaviour and general condition for indications that they are outside of the acceptable range as determined by the workplace
- completing accurate monitoring records
- cleaning work area and storing tools and equipment after monitoring activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace sampling and monitoring procedures for stock and environmental conditions
- parameters to be monitored and acceptable workplace ranges of stock to be monitored
- basic water quality factors and their impact on stock
- effects of environmental parameters on behaviour and condition
- basic features of normal and abnormal stock behaviour
- safe work practices and environmental requirements relevant to monitoring stock
- biosecurity in relation to monitoring stock health and behaviour.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - monitoring schedule
  - monitoring equipment for culture or holding stock and water
  - personal protective equipment
  - stock exhibiting a range of quality parameters in culture or holding structures
  - data or recording sheets
- specifications:
  - workplace procedures for monitoring stock and environmental conditions
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU208 Produce algal or live-feed cultures

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to initiate, maintain and harvest algal or live-feed cultures.

The unit applies to individuals who undertake routine tasks in producing algal and live-feed cultures in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for production	1.1 Confirm instructions for production schedule with supervisor 1.2 Collect required production equipment, including personal

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	protective equipment, and check for serviceability 1.3 Perform workplace personal hygiene and equipment sanitation procedures
2. Initiate and maintain cultures	2.1 Prepare, fill and inoculate culture vessels according to workplace procedures 2.2 Maintain the requirements of the culture organism for the culture period 2.3 Monitor the health of the culture organism and report irregularities to supervisor
3. Harvest culture	3.1 Collect harvesting equipment and check for serviceability 3.2 Clean and sanitise collection vessels before and after use according to workplace procedures 3.3 Harvest required quantity and transfer to feed cultured stock
4. Complete post-culture production activities	4.1 Clean work area and dispose of waste materials safely according to workplace procedures 4.2 Clean and sanitise culture vessels according to hygiene and equipment sanitation procedures 4.3 Check and store tools and equipment, reporting any identified repair requirements to supervisor 4.4 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workpace procedures and production schedules • Interprets labels, warning and safety signs, and gauges and meters
Writing	• Completes workplace records legibly and accurately

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Skill	Description
Numeracy	• Calculates culture periods • Counts or determines density of algal or live-feed culture organisms • Measures volumes and weighs chemicals/feed additives
Oral communication	• Asks questions to clarify job requirements • Uses correct terminology to describe abnormal records
Get the work done	• Makes routine decisions about culture-growing environment and culture health abnormalities or irregularities

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU208 Produce algal or live-feed cultures Release 2	SFIAQUA208 Produce algal or live-feed cultures Release 1	Added the missing bullet in the Foundation Skills	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU208 Produce algal or live-feed cultures

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has produced and harvested algal or live-feed cultures on at least one occasion, including:

- maintaining personal hygiene and equipment sanitation throughout culture production and harvest
- communicating with and reporting to supervisor on production activities
- inoculating and establishing culture
- monitoring and maintaining the health and growing conditions of cultures
- preparing, operating and maintaining production and harvest equipment
- using personal protective equipment
- completing accurate records on culture production
- cleaning up work area and storing tools and equipment post-culture-production.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- culture periods and lifecycles of culture organisms
- purpose and operation of algal or live-feed culture production and harvest equipment
- basic physicochemical requirements of the culture organisms
- hygiene, health and safety and environmental requirements for producing and harvesting algal or live-feed cultures
- biosecurity in relation to producing algal and live-feed cultures.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - production and harvest equipment for producing algal or live-feed cultures
  - personal protective equipment
  - inoculation cultures and nutriments
  - production vessels
  - treated water
  - data or recording sheets
- specifications:
  - production schedule
  - workplace procedures for producing algal or live-feed cultures, including advice on health and safety, personal hygiene and equipment sanitation
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU209 Carry out on-farm post-harvest operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to carry out various treatments and storage of cultured or held stock ready for transport off-farm.

The unit applies to individuals who perform a range of routine post-harvest tasks, including grading, packing and storage of stock, in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for on-farm post-harvest handling	1.1 Receive and confirm supervisor instructions for product specifications 1.2 Collect required equipment, including personal protective

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment, and check for serviceability 1.3 Operate equipment according to workplace procedures
2. Grade and label stock	2.1 Perform workplace personal hygiene and equipment sanitation procedures for handling stock 2.2 Handle stock to minimise damage or stress to stock according to workplace and food safety procedures 2.3 Identify and remove stock that does not meet workplace quality specifications 2.4 Grade and label stock according to customer requirements and supervisor instructions
3. Pack produce	3.1 Organise packaging materials and containers according to customer requirements and supervisor instructions 3.2 Pack containers with product according to instructions and food safety procedures 3.3 Apply wraps and lids and label correctly according to industry and customer requirements
4. Store produce ready for transport	4.1 Place containers on pallets and ensure stability and maximum air flow 4.2 Arrange pallets in storage facility according to supervisor instructions 4.3 Read monitoring gauges in storage facility and check condition of stored product on a regular basis, and report abnormal conditions to supervisor 4.4 Remove damaged product and broken containers from the storage facility using safe work practices 4.5 Control pests and clean containers according to workplace procedures
5. Finalise and review post-harvest activities	5.1 Clean work area and dispose of waste materials safely according to health and safety and environmental requirements and workplace procedures 5.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 5.3 Record relevant data and observations, and report any abnormal records to supervisor

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets text in workplace procedures, instructions and labels
Writing	• Completes labels for packages • Fills out workplace records legibly and accurately
Numeracy	• Interprets temperature gauges • Counts and sorts stock and products, and pallets and containers • Uses addition and multiplication to calculate quantities of stock • Sets and adjusts tare scale • Weighs stock and packs within specified limits
Oral communication	• Asks questions to clarify job requirements • Describes abnormal records to supervisor using correct terminology
Get the work done	• Makes routine decisions about condition of stored products and gauge readings

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU209 Carry out on-farm post-harvest operations	SFIAQUA215B Carry out on-farm post-harvest operations	Updated to meet Standards for Training Packages Minor changes to elements and performance criteria for clarity	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU209 Carry out on-farm post-harvest operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has carried out on-farm post-harvest operations on at least one occasion, including:

- communicating and reporting to supervisor on post-harvest activities
- safely preparing, operating and maintaining the required equipment to complete operations
- using appropriate handling techniques to minimise damage or stress to stock
- weighing, grading, labelling and packing product to specifications
- maintaining post-harvest storage facility hygiene levels and temperature control of produce
- cleaning work area and storing tools and equipment after post-harvest activities
- completing accurate workplace records on post-harvest operations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- storage facility operations and requirements for storing stock during and after post-harvest activities
- basic biological and environmental requirements of live culture stock held for processing
- hygiene issues relating to the storage of seafood and aquatic products
- methods of handling and transporting various types of stock or products
- operation and maintenance of equipment used for post-harvest operations
- seafood and aquatic stock packaging types for various distribution channels
- types of cooling systems appropriate to products
- health, food safety and biosecurity measures in relation to on-farm post-harvest operations
- procedures for depurating and/or purging tank operations.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - equipment necessary for carrying out post-harvest treatments appropriate to the harvested stock and methods of packing, storage and transport
  - personal protective equipment
  - harvested stock
  - monitoring equipment
  - packaging materials
  - data or recording sheets
- specifications:
  - product specifications, including client requirements
  - workplace procedures for post-harvest tasks, including advice on health and food safety requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU210 Harvest cultured or held stock

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to harvest cultured or held stock and transport to an on-farm or off-farm post-harvest facility. It does not include processing activities, such as gill-gutting, cleaning, filleting, cooking and shucking, the slaughter of livestock or off-facility live transport.

The unit applies to individuals who carry out routine harvesting tasks, including sorting and grading of stock, in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment, vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for harvest	1.1 Confirm instructions on harvest schedule with supervisor 1.2 Collect required equipment, including personal protective equipment if necessary, and check for serviceability 1.3 Prepare and move transport and holding equipment and post-harvest facilities to harvest site
2. Carry out harvest	2.1 Identify, isolate and retrieve stock according to supervisor instructions, ensuring appropriate safety measures are taken 2.2 Observe stock behaviour and report any abnormal activity to supervisor 2.3 Observe water and environmental conditions and report conditions that could adversely impact on the harvest or wellbeing of stock to supervisor 2.4 Operate and maintain automated and/or manual equipment according to workplace procedures 2.5 Check, grade and count stock according to quality parameters set by harvest schedule or supervisor 2.6 Remove stock and place in holding containers or transport equipment according to food safety requirements 2.7 Move stock to the next phase of the harvest chain according to supervisor instructions
3. Complete post-harvest activities	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interpret text in workplace procedures, instructions and harvest schedules
Writing	• Complete workplace records legibly and accurately
Numeracy	• Use measurements relating to size or weight to grade stock • Count and sort containers
Oral communication	• Ask questions to clarify job requirements • Use correct terminology to describe abnormal records
Get the work done	• Make routine decisions about reporting irregular or abnormal stock behaviour, and water and environmental conditions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU210 Harvest cultured or held stock Release 2	SFIAQU210 Harvest cultured or held stock Release 1	Minor update to performance criteria, performance evidence and assessment conditions for clarity regarding the use of automated systems	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU210 Harvest cultured or held stock

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has carried out harvesting of cultured or held stock on at least one occasion, including:

- communicating with and reporting to supervisor on harvest activities
- using the appropriate observation methods to monitor stock behaviour, water and environmental conditions for abnormal activity or negative impacts on harvest
- using automated and/or manual harvest equipment and checking for serviceability of tools
- safely preparing, operating and maintaining the required harvesting, transport and holding equipment
- handling and harvesting stock using techniques appropriate for stock and quality standards
- completing workplace harvest records
- cleaning work area and storing tools and equipment post-harvest.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic characteristics of abnormal and normal behaviour of stock relevant to harvesting
- key effects of water and environmental conditions on stock
- key effects of environmental waste and effluent from harvesting activities
- operation and maintenance of automatic or mechanised harvest equipment
- workplace procedures for harvesting stock
- workplace quality parameters and grading criteria for stock
- biosecurity measures and health and safety in the context of harvesting stock, including safety measures for handling hazardous stock.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - cultured or held stock for harvesting
  - culture or holding structures with/in water containing stock that exhibits a range of quality parameters
  - post-harvest processing facilities
  - data or recording sheets
- specifications:
  - harvest schedule
  - workplace procedures for harvesting cultured or held stock
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU211 Maintain stock culture, holding and other farm structures

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain aquaculture farm structures and related infrastructure and equipment used for culturing and holding stock.

The unit applies to individuals who undertake minor repairs and maintenance in an aquaculture setting under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to maintain	1.1 Confirm instructions on maintenance and repair tasks with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
and repair stock culture holding and farm structures	supervisor 1.2 Collect required tools and equipment, including personal protective equipment, and check for serviceability
2. Maintain and repair stock culture holding and farm structures	2.1 Check stock culture, holding and farm structures for soundness and signs of damage according to supervisor instructions 2.2 Select the appropriate technology, tools, materials or equipment for the tasks 2.3 Carry out repairs on stock culture holding and farm structures according to supervisor instructions and health and safety requirements
3. Follow up on maintenance and repair tasks	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret text in workplace procedures and instructions • Interpret warning signs and labels on tools, technology or materials
Writing	• Complete workplace maintenance and repair forms legibly and accurately
Numeracy	• Use addition and multiplication to calculate quantities of materials • Measure length accurately
Oral communication	• Ask questions to clarify job requirements • Use correct terminology to describe condition of repairs and maintenance requirements

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Skill	Description
Get the work done	• Make routine decisions about maintenance and repair activities, including condition and urgency of activity

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU211 Maintain stock culture, holding and other farm structures Release 2	SFIAQUA211 Maintain stock culture, holding and other farm structures Release 1	Corrected spelling error and minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU211 Maintain stock culture, holding and other farm structures

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has completed at least three different basic routine maintenance and repair tasks to either culture, holding or other farm structures on one or more occasions, including:

- communicating and reporting to supervisor on required maintenance and repair activities
- preparing and safely using the appropriate technology, tools or equipment for the required tasks, including hand and power tools and personal protective equipment
- completing relevant workplace records on maintenance and repair activities
- maintaining work area and tools and equipment after maintenance and repair tasks.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- techniques to repair or maintain structures
- operation of tools and equipment required for maintenance and repair
- types of materials required for maintenance and repair of stock culture, holding and farm structures
- role of personal protective equipment and safe work practices relevant to maintenance and repair activities of stock culture, holding and farm structures.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment appropriate for tasks
  - tools, equipment and repair materials relevant to tasks
  - stock culture or holding structures, farm structures and areas of property in need of maintenance
  - data or recording sheets
- specifications:
  - specific instructions and workplace procedures for repairs and maintenance, including advice on health and safety requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU212 Operate and maintain a recirculating aquaculture system

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to operate, monitor and maintain a recirculating aquaculture system (RAS) to keep water quality and environmental conditions within specified ranges for cultured or held stock.

The unit applies to individuals who carry out routine maintenance and minor repairs on the water treatment components of a recirculating aquaculture system as used in the seafood industry and within an aquascape or holding tank in the ornamental or pet sector, under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to operate a recirculating aquaculture system	1.1 Receive and confirm instructions with supervisor on water treatment components' operational requirements 1.2 Select, fit and adjust personal protective equipment as required 1.3 Locate and carry out routine pre-operational checks of components of the recirculating aquaculture system according to workplace procedure 1.4 Detect faulty components and report to supervisor 1.5 Identify abnormal operating and environmental conditions within the culture or holding structures or systems, and report to supervisor
2. Operate and monitor a recirculating aquaculture system	2.1 Operate automatic or mechanised equipment according to workplace procedures 2.2 Measure critical flow rates and other water quality parameters, and record data according to workplace procedures 2.3 Adjust operating components to optimise conditions for the culture or holding species 2.4 Check and test backup components for operational capacity 2.5 Report abnormal or non-standard conditions, and other risks, to supervisor
3. Maintain and repair a recirculating aquaculture system	3.1 Confirm work plan or schedule, environmental and biosecurity regulations, risks and contingency plans with supervisor 3.2 Collect basic tools, equipment, including personal protective equipment, spare parts and repair materials and take to worksite 3.3 Make basic repairs to sub-standard equipment and calibrate equipment following safe work practices 3.4 Service components and replace or repair worn or damaged parts or components according to supervisor instructions 3.5 Return components and water supply and disposal systems to working order 3.6 Check system for serviceability and performance, and report problems to supervisor
4. Finalise operation, monitoring and maintenance activities	4.1 Clean work area and dispose of waste materials safely according to workplace procedures 4.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 4.3 Record relevant data and observations, and report any abnormal

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret text in workplace procedures and instructions
Writing	• Complete workplace maintenance and repair forms legibly and accurately
Numeracy	• Analyse data to complete basic calculations • Estimate and calculate volume and quantities of inputs and outputs of liquids, gases and solids • Set and adjust measurement scale to calibrate equipment
Oral communication	• Ask questions to clarify job requirements • Describe safety risks and abnormal records to supervisor using correct terminology

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIAQU212 Operate and maintain a recirculating aquaculture system Release 2	SFIAQU212 Operate and maintain a recirculating aquaculture system Release 1	Minor update to performance criteria, and knowledge evidence for clarity regarding adherence to environmental and biosecurity requirements	Equivalent

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Links

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Assessment Requirements for SFIAQU212 Operate and maintain a recirculating aquaculture system

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely operated and maintained at least one recirculating aquaculture system on at least one occasion, including:

- communicating with and reporting to supervisor about the operation and maintenance of water treatment components
- fitting and adjusting personal protective equipment
- carrying out the required maintenance and repairs to components
- carrying out routine monitoring and checks of equipment, flow rates and water quality
- completing accurate records on the operation and maintenance of water treatment components
- cleaning work area and storing tools and equipment after maintenance and repair activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic relationship of inputs (stock, feed, energy, water and labour) to outputs (wastes, product and water quality)
- overview of complexity of system and interrelationship of components
- environmental and biosecurity regulatory requirements
- conditions likely to impact on water flow
- health and safety relevant to operating and maintaining water treatment components
- operation and maintenance of automatic or mechanised equipment

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- features of water quality and optimal and critical limits for various parameters and non-standard conditions.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - basic tools and equipment to complete repairs and maintenance
  - equipment to operate the system and maintain water quality
  - personal protective equipment
  - recirculating aquaculture system (RAS) with high technology components
  - spare parts and repair materials
  - water monitoring equipment
  - data or recording sheets
- specifications:
  - specific instructions, work plan or schedule and workplace procedures for operating and maintaining high technology water treatment components
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU213 Use waders safely in aquatic environments

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare and use waders in freshwater or marine work environments. It includes the ability to minimise risk and use safe practices and personal survival skills in situations of flooded waders, lost footing, sudden immersion and other aquatic emergencies that may be complicated by the wearing of waders.

The unit applies to individuals who have the ability to swim and use waders in the aquaculture and fishing operations sectors of the seafood industry.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for safe use of waders	1.1 Confirm environmental conditions, including water temperature and potential hazards that influence the selection of waders

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Select waders based on type of work, water temperature and environmental risks and hazards 1.3 Check condition and fit of waders and adjust to ensure correct fit 1.4 Dress in clothing appropriate for water temperature and environmental conditions, and fit safety equipment correctly
2. Use safe wading techniques	2.1 Select entry technique and account for potential environmental hazards 2.2 Use wading techniques appropriate for water and environmental conditions 2.3 Seek assistance from others present as required
3. Apply simple survival skills on sudden immersion and loss of footing	3.1 Adopt wader safety tuck position when footing is lost and on sudden entry to water 3.2 Apply survival techniques appropriate to water conditions 3.3 Use techniques that extend survival time in deep water 3.4 Swim to exit point using survival strokes 3.5 Exit from the water independently with and without waders
4. Carry out a simple water rescue	4.1 Identify person in need of assistance based on visual characteristics and environmental signs 4.2 Assess the situation and develop rescue plan according to best practice principles of water safety 4.3 Assemble safety and rescue equipment to assist person in difficulty 4.4 Apply simple search techniques in shallow water 4.5 Perform a simple rescue and assist the person to exit the water 4.6 Provide basic care and immersion assistance to rescued person and seek additional help as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets safety instructions • Interprets warning signs and labels • Checks information on weather and water conditions
Numeracy	• Estimates water depth and rate of flow of water in assessing safety risks • Estimates water temperature and calculates in-water immersion times
Oral communication	• Asks questions and gives instructions to person in need of assistance
Interact with others	• Collaborates and cooperates with others in rescue practices

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU213 Use waders safely in aquatic environments	SFIAQUA220A Use waders	Updated to meet Standards for Training Packages Title change and minor changes to performance criteria to clarify intent of unit	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU213 Use waders safely in aquatic environments

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has used waders safely in an aquatic environment on at least one occasion, including:

- selecting and correctly fitting the appropriate waders and wading safety equipment for the required task and weather and environmental conditions
- using safe entry, wading and exiting techniques
- applying water safety and survival skills for prevention of injury and illness
- carrying out a simulated simple rescue of a person in difficulty using safe water rescue techniques and equipment and basic after-care assistance.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- characteristics of different types of waders and their safe use
- hazards and risks associated with the use of waders in aquatic and isolated environments
- techniques for minimising risks associated with working in waders
- potential hazards in freshwater and marine work environments
- water temperature factors that influence survival time
- how to calculate in-water survival times
- physiological effects and risks associated with immersion in cold water, and approaches for minimising these
- signs of a person in difficulty in water
- basic principles of individual survival in aquatic emergencies
- basic principles of water rescues, including how to prioritise rescues, and rescue techniques
- treatment of temperature-related illnesses

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- water rescue equipment to assist rescue.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquatic work environment or an environment that accurately represents workplace conditions
  - access to water of varying conditions and depths, including water too deep to stand up in
- resources, equipment and materials:
  - suitable clothing worn under waders
  - waders
  - wide adjustable belt, such as a diver webbing belt with quick release buckle
  - buoyant equipment
  - safety and rescue equipment, including personal flotation devices, ropes, poles or boat hook, bucket, container or similar object that can be used to assist flotation, and other equipment used to reach someone in difficulty
- specifications:
  - safety instructions relating to use of waders and water rescue
- relationships:
  - evidence of interactions with persons in need of assistance in realistic scenarios or role-plays.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU214 Control predators and pests

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to identify and assist in erecting, installing and maintaining structures to control common predators or pests that might threaten cultured or held stock.

The unit applies to individuals who undertake routine tasks in controlling actual and potential predator and pest problems in aquaculture environments under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for predator or pest control	1.1 Identify problem predator and pest species that have potential effects on cultured or held stock 1.2 Observe behaviour and intensity of predators or pests, including

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	any abnormal behaviour in stock, and report to supervisor 1.3 Receive and confirm instructions with supervisor for predator or pest control 1.4 Collect required equipment, including personal protective equipment, and check for serviceability
2. Set up and maintain predator or pest control structures and equipment	2.1 Assist with installing control structures and equipment using safe work practices 2.2 Inspect control structures and equipment, and report problems to supervisor 2.3 Carry out basic repairs and maintenance following supervisor instructions 2.4 Clear and remove vegetation or other materials that can harbour or shelter pests and predators
3. Assist with disposal of wastes and mortalities	3.1 Check and prepare collection equipment and holding or storage facilities 3.2 Collect wastes and mortalities and transfer to holding or storage facilities 3.3 Dispose of wastes and mortalities according to workplace procedures 3.4 Minimise stock stress or damage following workplace procedures
4. Complete post-predator or pest control activities	4.1 Clean work area and dispose of waste materials safely according to workplace procedures 4.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 4.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets text in workplace procedures and instructions relating to predator and pest control • Interprets labels and signs on chemicals and equipment
Writing	• Fills out workplace records on predator and pest control legibly and accurately
Numeracy	• Counts or estimates numbers of predators and pests • Counts or estimates number of stock mortalities
Oral communication	• Describes abnormal records or stock behaviour to supervisor using correct terminology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU214 Control predators and pests	SFIAQUA221A Control predators and pests	Updated to meet Standards for Training Packages Minor changes to elements and performance criteria to clarify intent of unit	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU214 Control predators and pests

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has assisted in controlling common predators or pests on at least one occasion, including:

- detecting and reporting actual and potential predator or pest problems
- communicating with supervisor on work instructions for control activities
- preparing and using the required equipment for predator or pest control, including personal protective equipment
- assisting with installing or repairing and maintaining predator or pest control structures
- using the appropriate disposal methods for wastes and mortalities
- completing accurate records on predator or pest control observations
- maintaining work area and equipment after control tasks.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- gross signs and symptoms of predator and pest infestation of cultured or held stock
- potential effects of predators or pests on cultured or held stock
- habitats and behaviour of main predators and pests
- hygiene risks associated with predator and pest control
- types of structures and equipment options to control predators and pests
- requirements relating to disposing of mortalities and waste
- workplace procedures for tasks associated with controlling predators and pests
- safe work practices in context of controlling pests and predators.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - equipment to install, erect, repair and maintain predator or pest control structures
  - personal protective equipment
  - culture or holding structures that contain stock threatened by actual and/or potential predators or pests
  - data or recording sheets
- specifications:
  - instructions and workplace procedures for controlling predators and pests
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU215 Control diseases

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to report on and assist with treating common diseases and actual or potential outbreaks that might threaten cultured or held stock.

The unit applies to individuals who undertake routine tasks in disease control in aquaculture environments under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare disease control and treatment	1.1 Follow farm biosecurity procedures in own work practices 1.2 Report observations of abnormal stock behaviour, mortalities or moribund stock to supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Receive and confirm instructions with supervisor on preparations for disease control and treatment 1.4 Collect required equipment and materials, including personal protective equipment, and check for serviceability
2. Assist with disease control	2.1 Assist with preparation of disease treatments according to workplace chemical handling procedures and supervisor instructions 2.2 Apply disease treatments to affected stock according to supervisor instructions using safe work practices 2.3 Observe treated stock behaviour and record abnormal activity and report to supervisor
3. Assist with disposal of wastes and mortalities	3.1 Check and prepare collection equipment and holding or storage facilities 3.2 Collect wastes and mortalities and transfer to holding or storage facilities 3.3 Dispose of wastes and mortalities according to workplace and safety procedures 3.4 Employ work practices that minimise stock stress or damage
4. Complete activities after the disease has been controlled	4.1 Clean work area and dispose of waste materials safely according to workplace procedures 4.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 4.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workplace procedures and instructions relating to disease control • Interprets labels and signs on chemicals and equipment

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Skill	Description
Writing	• Fills out workplace forms on disease control legibly and accurately
Numeracy	• Counts or estimates stock mortalities or affected stock
Oral communication	• Describes abnormal records or stock behaviour relating to disease control to supervisor using correct terminology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU215 Control diseases	SFIAQUA222A Control diseases	Updated to meet Standards for Training Packages Minor changes to elements and performance criteria to clarify intent of unit	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU215 Control diseases

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has assisted in controlling common diseases in stock on at least one occasion, including:

- detecting and reporting actual and potential disease problems
- communicating with supervisor on work instructions for disease control tasks
- preparing and using the required equipment for disease control, including the fitting of personal protective equipment
- preparing and assisting with disease control treatment
- using the appropriate disposal methods for wastes and mortalities
- completing accurate records on disease and stock observations
- maintaining the work area and equipment after disease control tasks.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- biosecurity in relation to common disease control
- key features of normal and gross abnormal stock behaviour
- gross signs and symptoms of common diseases of cultured or held stock
- potential effects of disease on cultured or held stock
- safe use of disease treatments
- workplace procedures for tasks associated with controlling diseases in stock
- safe work practices in context of controlling diseases.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - treatments and equipment for treating and preventing diseases
  - culture or holding structures with or in water that contain stock threatened by actual and/or potential disease
  - data or recording sheets
- specifications:
  - instructions and workplace procedures for treatment and control of diseases, including advice on biosecurity, health and safety and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU217 Feed stock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to carry out a range of stock feeding activities for aquaculture, including undertaking observations that relate to the feeding of stock.

The unit applies to individuals who undertake routine tasks in feeding stock in an aquaculture setting, by hand and/or with mechanical feeding equipment, which may incorporate operating automated feeding technology under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment, vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for feeding	1.1 Confirm the feeding schedule and feed type and quantity with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Prepare feeding equipment or technology, checking serviceability and using personal protective equipment requirements, and calibrate feeding equipment if required 1.3 Follow the collection and loading requirements for feeding equipment
2. Carry out feeding	2.1 Follow feeding schedule to distribute feed either by hand or mechanical means using safe work practices 2.2 Distribute the required amount of food manually, mechanically or via the use of automated feeding technology until response slows down for satiation feed 2.3 Observe and record stock behaviour and environmental conditions
3. Complete post-feeding activities	3.1 Clean work area according to workplace procedures 3.2 Check and store equipment, reporting any identified repair requirements to supervisor 3.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret text in feeding schedules and feed labels
Writing	• Complete workplace records accurately
Oral communication	• Ask questions to clarify job requirements • Describe abnormal records or stock behaviour using correct terminology
Numeracy	• Interpret numbers in feeding schedules • Measure quantities of feed • Estimate percentage of feed consumed or distributed

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU217 Feed stock	SFIAQU206 Feed stock	Minor changes to application, performance criteria, performance evidence, knowledge evidence and assessment conditions to address automated feeding of stock	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU217 Feed stock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted stock feeding activities for aquaculture on at least one occasion, including:

- communicated and reported on feeding activities with supervisor
- prepared and loaded to feed by hand or prepared to use manual, mechanical and/or automated feeding equipment with correct quantity of feed
- used the appropriate feeding techniques for stock
- completed accurate records on stock and feeding observations
- cleaned up work area.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- feeding techniques:
  - remote feeding
  - by hand
- basic characteristics of normal and abnormal stock feeding behaviour
- effects of water and environmental conditions on stock feeding behaviour
- feeding equipment or technology types, handling requirements and operating methods
- storage requirements to maintain quality of feed
- types and quantities of feed required for workplace stock
- health and safety practices and biosecurity measures used when feeding stock.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - feeding equipment appropriate for stock and workplace
  - stock to feed
  - feed for stock
- specifications:
  - feeding schedule and workplace procedures for feeding stock
- relationship:
  - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU218 Prepare and use aquatic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to use aquatic technology, which may include equipment and smart or automated systems.

The unit applies to individuals who prepare and operate aquatic technology under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use aquatic technology	1.1 Discuss the use of aquatic technology with supervisor 1.2 Identify aquatic technology requirements for allocated work task 1.3 Access appropriate workplace technology to suit the work task 1.4 Interpret manufacturer specifications of the technology selected,

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and prepare to operate 1.5 Adjust or calibrate technology to meet workplace requirements
2. Operate aquatic technology	2.1 Use technology for a specific aquatic work task according to workplace health and safety standards and manufacturer specifications 2.2 Follow established workplace biosecurity practices whilst operating technology 2.3 Monitor the function and performance of the technology, and report possible improvements to relevant personnel
3. Complete aquatic work task and conduct equipment or technology shut-down procedures	3.1 Report on performance of technology to relevant personnel 3.2 Clean and maintain technology according to workplace procedures and level of responsibility 3.3 Store equipment or technology in line with workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Identify and interpret relevant manufacturer specifications
Oral communication	• Participate in verbal exchanges relating to the use of aquatic technology

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIAQU218 Prepare and use aquatic technology	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

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Links

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Assessment Requirements for SFIAQU218 Prepare and use aquatic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has used aquatic equipment or technology on at least two occasions.

In doing the above, there must also be evidence that the individual has:

- accessed appropriate technology as directed by relevant personnel
- followed workplace biosecurity practices
- observed manufacturer specifications and workplace health and safety standards when operating technology
- cleaned and stored equipment appropriately.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key theories about the use of technology in aquatic environments
- key purposes of technology in aquatic environments
- the general features and capabilities of aquatic technology, including equipment and smart and automated systems
- relevant manufacturer specifications
- biosecurity contamination concerns and actions to mitigate concerns.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquatic setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - aquatic technology or equipment
- specifications:
  - relevant manufacturer specifications
  - relevant workplace health and safety policies and documents.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU301 Undertake effluent treatment and waste disposal

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to undertake effluent and waste collection and arrange for its disposal either on-farm or at an off-farm facility.

The unit applies to individuals who have responsibility for effluent and waste activities in an aquaculture environment.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for effluent treatment and waste	1.1 Identify types of effluent and waste, determine treatment programs and options, and confirm with senior personnel

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
disposal	1.2 Determine relevant work and equipment requirements, including personal protective equipment, for treatment and disposal with senior personnel 1.3 Identify health and safety and environmental risk factors and select minimisation or contingency plans as agreed by senior personnel 1.4 Plan work tasks to achieve desired disposal options
2. Coordinate sampling, treatment and disposal of wastes and effluent	2.1 Follow effluent sampling and monitoring requirements and data collection requirements 2.2 Treat effluent according to workplace procedures 2.3 Arrange collection and on-site or off-site disposal of wastes according to workplace procedures 2.4 Monitor on-site disposal sites to ensure waste materials are contained
3. Complete task activities	3.1 Check condition and storage of tools and equipment and related operational technology, and forward repair requirements to senior personnel 3.2 Record relevant data and observations and report any abnormal records to senior personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Read and interpret workplace procedures
Writing	• Complete workplace forms legibly and accurately using correct technical terminology
Numeracy	• Estimate time and resources needed for required activities
Navigate the world of work	• Take responsibility for adherence to workplace, safety and compliance processes and requirements relating to area of responsibility and own role

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Skill	Description
Get the work done	• Plan, schedule and allocate treatment and disposal tasks within time and resource constraints to achieve required outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU301 Undertake effluent treatment and waste disposal Release 2	SFIAQUA301 Undertake effluent treatment and waste disposal Release 1	Minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU301 Undertake effluent treatment and waste disposal

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken effluent treatment and waste disposal activities on at least one occasion, including:

- communicating with and reporting to senior personnel on waste disposal activities and technology or equipment requirements, including the use of personal protective equipment
- identifying risk factors and the appropriate preventive measures
- planning and monitoring waste disposal activities and on-site disposal sites
- organising effluent sampling and data collection
- maintaining accurate records on waste disposal data and activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- equipment used for sampling and treating effluent, and the collection, holding and transport of effluent and waste
- key legislative compliance requirements relating to effluent treatment and waste disposal
- types of wastes and their potential for impact on the environment
- procedures for conducting water quality analyses
- collection techniques for on-site and off-site disposal of biohazard materials
- health and safety and biosecurity requirements relevant to effluent treatment and waste disposal
- environmental risks and minimisation strategies relating to effluent treatment and waste disposal.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - functioning aquaculture culture or holding structure, including related equipment to manage waste and effluent
  - personal protective equipment
  - report templates
- specifications:
  - workplace procedure relating to effluent treatment and waste disposal
- relationships:
  - evidence of interactions with senior personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU302 Construct or install stock culture, holding and farm structures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to carry out construction or installation tasks to stock culture or holding structures or systems and farm structures.

The unit applies to individuals who carry out construction or installation tasks in an aquaculture workplace that do not require the employment of qualified tradespersons or the attainment of appropriate licences to meet state/territory and local government requirements.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for construction or	1.1 Receive work plan from supervisor and confirm understanding 1.2 Check equipment, tools, personal protective equipment and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
installation	materials for serviceability
2. Undertake construction or installation work	2.1 Complete construction or installation tasks according to work plan and health and safety work practices 2.2 Seek advice on problems, progress and standards from supervisor 2.3 Check the finished product to ensure it fits design specification and is operable according to work plan and supervisor instructions
3. Complete construction or installation activities	3.1 Clean work area and dispose of waste materials safely according to workplace procedures 3.2 Check and store tools and equipment, reporting any identified repair requirements to supervisor 3.3 Report to supervisor on completed construction or installation work 3.4 Seek feedback from supervisor on effectiveness of the construction or installation activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets specifications in construction design or installation work plan • Interprets operation manuals for relevant equipment • Interprets labels and safety signs
Numeracy	• Estimates and measures length, area and volume
Oral communication	• Participates in verbal exchanges and asks questions to clarify job requirements and obtain feedback
Navigate the world of work	• Takes responsibility for checking own work and the work of others within level of authority
Interact with others	• Cooperates and collaborates with others to achieve construction and installation outcomes

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Skill	Description
Get the work done	• Sequences steps and schedules construction activities involved in clearly defined tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU302 Construct or install stock culture, holding and farm structures	SFIAQUA302C Construct or install stock culture, holding and farm structures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU302 Construct or install stock culture, holding and farm structures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has carried out construction or installation tasks for stock culture, holding and farm structures on at least one occasion, including:

- communicating with supervisor on construction or installation plan, progress and effectiveness
- safely applying the correct construction or installation techniques and required tools, equipment (including personal protective equipment) and materials to complete at least two of the following construction or installation tasks for stock culture, holding and farm structures:
  - animal husbandry equipment or structures
  - predator or pest prevention equipment or structures
  - assembly of prefabricated buildings
  - assembly of equipment
  - brickwork and brick laying
  - concrete or masonry work
  - fibreglassing
  - installing fixtures and fittings
  - glass replacement
  - gravel or clay road/track surfacing
  - pipe laying and joining
  - woodworking
- checking finished product against design specifications, work plan or supervisor instructions
- cleaning work area and maintaining tools and equipment following construction or installation activities.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- planning and scheduling techniques for construction and installation
- assembly and construction techniques for stock culture, holding and farm structures
- basic structural design principles and components of specific stock culture, holding and farm structures
- characteristics of construction materials used for stock culture, holding and farm structures
- construction activities that require a licensed tradesperson
- workplace, safety and environmental requirements and procedures relating to constructing stock culture, holding and farm structures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - tools, equipment and materials as identified in the construction plan
  - personal protective equipment
  - site for construction or installation
  - recording or reporting form
- specifications:
  - construction or installation plan
  - workplace procedures for construction and installation tasks, including advice on health and safety requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU303 Monitor stock handling activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor a range of aquaculture stock handling activities, including cleaning, moving and grading for cultured or held stock.

The unit applies to individuals who are responsible for stock handling activities in an aquaculture environment, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan stock handling	1.1 Receive or obtain instructions for stock handling activities from

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	supervisor 1.2 Identify risk factors that affect the health of stock during handling, and plan to minimise risk 1.3 Plan and communicate workplace stock handling procedures and safety precautions with team members
2. Organise stock handling	2.1 Collect required equipment or technology, including personal protective equipment, and check for serviceability 2.2 Check holding structures are prepared before activities commence
3. Observe stock handling activities	3.1 Position equipment or technology and operate according to workplace procedures 3.2 Monitor handling activities and ensure they are carried out in an efficient and timely manner 3.3 Check handling activities to minimise damage and stress to stock
4. Finalise and review stock handling activities	4.1 Check cleaning of work area and disposal of waste materials are completed according to workplace procedures 4.2 Check condition, maintenance requirements and storage of tools and equipment or technology 4.3 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret handling schedule and workplace procedures • Interpret labels and safety signs
Writing	• Complete workplace and compliance forms legibly and accurately using correct technical terminology
Numeracy	• Estimate time and resources needed for required activities

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Skill	Description
Oral communication	• Explain techniques to minimise damage and stress using language appropriate for audience
Interact with others	• Understand what to communicate, with whom and how, in routine work situations
Get the work done	• Plan, schedule and allocate stock handling tasks within time and resource constraints to achieve required outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU303 Monitor stock handling activities Release 2	SFIAQU303 Monitor stock handling activities Release 1	Minor update to performance criteria and knowledge evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU303 Monitor stock handling activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored stock handling activities on at least one occasion, including:

- communicating with supervisor on handling activities
- organising and communicating stock handling activities and safety precautions with team members
- monitoring stock handling activities to ensure efficiency and to minimise damage and stress to stock
- preparing, operating and maintaining stock handling equipment or technology, including the fitting of personal protective equipment
- maintaining accurate records on stock handling activities and observations
- monitoring the cleaning of work area.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- stock handling activities conducted in aquaculture farms
- hazards and risks associated with handling stock and using stock handling equipment
- range of equipment or technology used for stock handling, including operating methods and calibration
- health and safety requirements relating to handling stock and stock handling equipment.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - stock to be handled
  - stock culture, holding and farm structures
  - equipment required for the handling activities
  - personal protective equipment
  - workplace data recording or reporting forms
- specifications:
  - workplace procedures for stock handling activities, including advice on health and safety requirements
- relationships:
  - interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU304 Maintain water quality and environmental monitoring

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain water quality and environmental monitoring for the protection of appropriate conditions for aquatic cultured or held stock. It includes recording data and the ability to brief team members on monitoring and sampling activities, and the use of monitoring equipment or technology.

The unit applies to individuals who have responsibility for ensuring appropriate conditions for stock in an aquaculture setting, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for monitoring	1.1 Identify water quality and environmental parameters to be monitored 1.2 Collect required equipment, including personal protective equipment, and check for serviceability 1.3 Confer with team members on routine monitoring tasks to be completed and the correct use of the required equipment or technology
2. Observe monitoring and sampling activities	2.1 Check monitoring and sampling tests are undertaken according to workplace procedures 2.2 Collect and store samples that require further analysis according to workplace requirements 2.3 Ensure water quality and monitoring data has been recorded according to workplace procedures
3. Complete monitoring activities	3.1 Check cleaning of work area and disposal of waste materials is completed according to workplace procedures 3.2 Check condition, maintenance requirements and storage of tools and equipment 3.3 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret manufacturer specifications for monitoring equipment
Writing	• Complete workplace forms legibly and accurately using correct technical terminology
Numeracy	• Measure and calculate volume • Interpret settings and results on monitoring machines and test kits
Oral communication	• Explain observed monitoring data to supervisor or other staff using appropriate language
Interact with others	• Understand what to communicate, with whom and how, in routine work situations

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Skill	Description
Get the work done	• Sequence and allocate water quality and environmental monitoring activities for self and others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU304 Maintain water quality and environmental monitoring Release 2	SFIAQU304 Maintain water quality and environmental monitoring Release 1	Minor update to application, performance criteria and performance evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU304 Maintain water quality and environmental monitoring

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has maintained water quality and environmental monitoring activities on at least one occasion, including:

- coordinating and briefing team members on water quality and environmental monitoring activities
- fitting personal protective equipment
- preparing, using and maintaining monitoring equipment or technology
- checking that samples for analysis have been collected and stored correctly
- maintaining accurate records on monitoring activities
- monitoring the cleaning of the work area after monitoring activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- routine and non-routine water quality and environmental parameters relevant to aquatic stock and/or facility
- types and purposes of water quality tests and sampling used in the workplace
- procedures for monitoring collection, preservation and submission of samples for analysis
- types, purpose and function of monitoring equipment options
- operating methods and maintenance of monitoring equipment
- relevant legislation relating to maintaining water quality and environmental parameters for aquatic stock.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - monitoring equipment
  - water quality sampling tests
  - personal protective equipment
  - culture or holding structure and medium
  - recording or reporting forms
- specifications:
  - workplace procedures for monitoring water quality and environmental factors, including advice on health and safety requirements
- relationships:
  - evidence of interactions with team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU305 Monitor harvest and post-harvest activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and monitor the harvesting and basic post-harvest activities of aquatic cultured or held stock.

The unit applies to individuals who are responsible for harvest and post-harvest activities in an aquaculture environment, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment, vehicles or vessels.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for basic harvest	1.1 Interpret harvest specifications and confirm with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
and post-harvest activities	1.2 Confirm availability of suitable stock for harvest 1.3 Determine resource requirements to achieve harvest specifications 1.4 Identify risk factors that could affect the quality of stock during harvest, and plan to minimise risk 1.5 Plan and communicate workplace harvesting procedures and safety precautions with team members
2. Organise harvest resources	2.1 Access required resources, including equipment or technology and personal protective equipment (PPE), and check for serviceability 2.2 Ensure holding structures are prepared prior to harvesting activities
3. Monitor harvest	3.1 Position equipment or technology and operate according to workplace and health and safety requirements 3.2 Monitor harvesting activities, ensuring consistency with harvest specifications and minimal stress or damage to stock according to aquatic animal welfare guidelines 3.3 Confirm harvested stock complies with harvest specifications
4. Monitor on-farm post-harvest activities	4.1 Monitor on-farm post-harvest activities to ensure consistency with harvest specifications 4.2 Monitor packing, ensuring minimal stock stress or damage 4.3 Ensure shipment is collected and appropriate workplace documentation is completed 4.4 Maintain storage facilities for product according to workplace procedures
5. Monitor follow-up activities and review operations	5.1 Check cleaning of work area and disposal of waste materials are completed according to workplace procedures 5.2 Check condition, maintenance requirements and storage of tools and equipment or technology 5.3 Record relevant harvest and post-harvest observations or information, and check any abnormal records

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret instructions for relevant equipment • Interpret labels and safety signs
Writing	• Complete forms and reports legibly and accurately using correct technical terminology
Numeracy	• Use basic arithmetic to calculate size, grades, ranges and averages • Set and adjust measurement scale to calibrate equipment
Oral communication	• Explain techniques to minimise damage and stress using language appropriate for audience
Interact with others	• Understand what to communicate, with whom and how, in routine work situations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU305 Monitor harvest and post-harvest activities Release 2	SFIAQU305 Monitor harvest and post-harvest activities Release 1	Minor update to performance criteria and knowledge evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU305 Monitor harvest and post-harvest activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored harvest and post-harvest activities on at least one occasion, including:

- communicating with team members on harvest activities and safety precautions
- identifying suitable stock, resource requirements and risk factors when planning harvest activities
- operating and maintaining required equipment, including the fitting of personal protective equipment (PPE)
- monitoring harvest and post-harvest activities against specifications and to ensure minimal stock damage or stress
- maintaining accurate records on harvest and post-harvest activities
- monitoring the cleaning of work area following harvest and post-harvest activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key aquatic stock behaviour and environmental risks associated with harvest and post-harvest activities
- key biological and water quality requirements for stock being handled, processed and transported
- harvest and post-harvest equipment options and limitations
- harvest and post-harvest principles and practices
- safety considerations and hazards associated with harvest and post-harvest activities
- quality assurance practices in stock harvesting, grading and post-harvest

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- relevant legislation relating to harvesting aquatic stock
- industry guidelines relating to aquatic animal welfare
- equipment or technology requirements.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - equipment required for harvest and post-harvest tasks
  - stock to harvest
  - containers and labels for packing
  - recording or reporting forms
- specifications:
  - harvest specification or schedule and relevant workplace procedures for harvesting aquatic stock
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU306 Monitor production and maintain algal or live-feed cultures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor the production, maintenance and harvesting of algae and/or live feed cultures to be fed to cultured or held aquatic stock. It includes the ability to plan for production, initiate and grow cultures and organise their harvest.

The unit applies to individuals who have responsibility for the production of cultures in an aquaculture environment, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for production	1.1 Interpret and confirm production schedule with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Confirm labour and equipment requirements with supervisor 1.3 Identify risk factors that could affect the quality of algal or live-feed cultures during production and plan to minimise risk 1.4 Assemble culture system for use according to workplace procedures 1.5 Communicate workplace production procedures and safety precautions to team members
2. Prepare for initiation and maintenance of algal or live-feed cultures	2.1 Check production vessels or structures and other equipment, including personal protective equipment, for serviceability 2.2 Treat culture water to meet the physicochemical requirements of the cultured organism 2.3 Inoculate cultures to meet the required stocking density 2.4 Prepare nutriment formulae or media according to workplace procedures
3. Monitor and maintain culture production	3.1 Measure and maintain physicochemical requirements of the culture organism for the culture period 3.2 Maintain hygienic culture conditions and equipment 3.3 Check culture health regularly by sampling the culture water, and take appropriate action to achieve the production schedule
4. Harvest culture	4.1 Collect and check harvesting equipment for serviceability 4.2 Clean and sanitise production vessels and equipment according to workplace procedures 4.3 Confirm quantity of culture required and harvest according to workplace procedures 4.4 Treat and dispose of unused cultures and wastes according to workplace procedures and environmental requirements
5. Complete culture production activities	5.1 Check cleaning of work area and disposal of waste materials are completed according to workplace procedures 5.2 Check condition, maintenance requirements and storage of tools and equipment 5.3 Record relevant data and observations, and report any abnormal records to supervisor

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets specifications for nutriment formulae or media requirements
Writing	• Completes workplace records and reports legibly and accurately using correct technical terminology
Numeracy	• Estimates labour time and equipment needed for required activities • Measures volume • Counts culture organism • Calculates culture density
Oral communication	• Explains production procedures using language appropriate for audience
Navigate the world of work	• Takes responsibility for decisions about when and how to complete production tasks
Interact with others	• Understands what to communicate, with whom and how, in routine work situations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU306 Monitor production and maintain algal or live-feed cultures	SFIAQUA311B Oversee production and maintain algal or live-feed cultures	Updated to meet Standards for Training Packages Revised unit title and minor amendments to performance criteria to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU306 Monitor production and maintain algal or live-feed cultures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored the production and maintenance of algal or live-feed cultures on at least one occasion, including:

- communicating with supervisor on production schedule, labour and equipment requirements
- checking the serviceability of equipment, including the fitting of personal protective equipment
- planning and communicating production procedures for algal or live-feed cultures and safety precautions to team members
- preparing nutriment formulae or media and altering the physicochemical environment to meet the culture species requirements
- monitoring the maintenance of culture production and harvest process
- maintaining accurate records on culture production activities
- maintaining a hygienic work area and equipment during and after culture production.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- inoculation culture required to achieve stocking density
- nutriment formulae or media requirements for species during culture period
- operation process for effective production of algal or live-feed cultures:
  - setting up
  - initiating and breeding
  - monitoring health and growth
  - harvesting and cleaning up
- signs of health or ill health in species, and mitigation methods

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- risk factors that could affect the quality of algal or live-feed cultures during production
- physicochemical requirements for the culture species
- cross-contamination minimisation techniques
- relevant legislation relating to algal or live-feed culture production.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - inoculum culture
  - monitoring equipment
  - nutriment formulae or media
  - production and harvest equipment
  - personal protective equipment
  - production vessels and water treatments
  - water sampling tests
- specifications:
  - production schedule and workplace procedures for algal or live-feed cultures production, including advice on health and safety and hygiene requirements
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU307 Monitor the operations of a recirculating aquaculture system

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor the operation and maintenance of a recirculating aquaculture system (RAS) used to grow or hold stock. It includes the ability to brief team members on operations and routine maintenance, and record and analyse data.

The unit applies to individuals who are responsible for monitoring processes and operations in an aquaculture environment, who work under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for the operation of a recirculating aquaculture system	1.1 Interpret and confirm operations and routine maintenance work plan or schedule with supervisor 1.2 Confirm labour and equipment or technology requirements with supervisor 1.3 Identify workplace requirements for optimal ranges for basic environmental parameters, advanced environmental parameters and water quality parameters affecting cultured or held stock 1.4 Confer with team members on basic operations and routine maintenance according to work plan or schedule 1.5 Confirm contingency plans and relay to team members
2. Optimise system operations	2.1 Identify appropriate components for operations, including personal protective equipment 2.2 Perform pre-operational checks and calibrations 2.3 Monitor culture conditions and operation of components, and adjust to optimise conditions 2.4 Alter operation or production schedule as required to compensate for factors affecting cultured or held stock during operations
3. Monitor maintenance schedule	3.1 Confirm maintenance schedule with team members 3.2 Monitor repairs and maintenance for pre-operation, standard operation and post-operation according to maintenance schedule 3.3 Arrange repair or replacement of worn or damaged components 3.4 Check and confirm optimal operation of components following maintenance
4. Finalise operation, monitoring and maintenance activities	4.1 Check cleaning of work area and disposal of waste materials are completed according to workplace procedures and environmental requirements 4.2 Check condition, maintenance requirements and storage of tools and equipment 4.3 Record relevant data and observations, and report any abnormal records to supervisor

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret work plan and operational and maintenance schedules • Interpret equipment manufacturer specifications and safety data sheet (SDS) labels
Writing	• Complete workplace records and checklists legibly and accurately using correct technical terminology
Numeracy	• Estimate time and resources needed for required activities • Calculate volumes and quantities of treatments
Oral communication	• Explain basic operations and routine maintenance requirements using language appropriate for audience
Interact with others	• Collaborate, cooperate and assist others with job requirements
Get the work done	• Use key functions and features of a recirculating aquaculture system to record data and observations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU307 Monitor the operations of a recirculating aquaculture system Release 2	SFIAQU307 Monitor the operations of a recirculating aquaculture system Release 1	Minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU307 Monitor the operations of a recirculating aquaculture system

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored the operations of a recirculating aquaculture system on at least one occasion, including:

- identifying and confirming work plan or maintenance schedule requirements with supervisor and team members
- identifying appropriate components and equipment or technology required to perform tasks, including the fitting of personal protective equipment
- applying risk assessment processes and controls to mitigate risk and minimise impact
- repairing and replacing components according to maintenance schedule
- performing checks and calibrations and adjusting systems as required against workplace parameters to optimise conditions for stock
- maintaining a clean and functional work area following monitoring and maintenance activities
- maintaining accurate records on monitoring and maintenance work.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- procedures for the operation and maintenance of recirculating aquaculture system components
- main biological and environmental requirements of the culture or holding species
- key impacts of inputs on systems and component operation, such as maximum stocking, feeding and waste loads

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- water quality, optimal and critical limits for various parameters and non-standard conditions
- health and safety practices and risks associated with operation and maintenance of recirculating aquaculture systems
- risk management for events, such as blackouts, brownouts and equipment breakdowns
- procedures for collecting data and recording and reporting on operation, monitoring and maintenance activities
- relevant legislation relating to monitoring operations of high technology water treatment components.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - recirculating aquaculture system components
  - water monitoring equipment
  - other equipment as needed to operate the system and maintain water quality
  - spare parts and repair materials
  - forms or systems for recording data
- specifications:
  - workplace requirements for basic and advanced environmental parameters, and water quality parameters for culture or holding stock
  - work plan, schedule or work instructions for the operation and maintenance of recirculating aquaculture system components
  - workplace procedures for operating and maintaining recirculating aquaculture systems
  - manufacturer instructions for operating and maintaining high technology water treatment system or components
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU308 Support hatchery operations

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to support hatchery operations, including monitoring the collection and care of broodstock, breeding and raising progeny, and preparing stock for distribution.

The unit applies to individuals who have responsibility for conditioning and spawning operations in an aquaculture hatchery, working under broad direction and having limited responsibility for the work of others.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for hatchery production	1.1 Interpret and confirm hatchery requirements with supervisor 1.2 Confirm labour and equipment requirements with supervisor 1.3 Identify risk factors that could affect the quality of the end cultured or held stock progeny, and plan to minimise risk 1.4 Communicate with team members on hatchery production operations
2. Collect and care for broodstock	2.1 Provide clean, functional conditions for all stock according to workplace procedures and hygiene requirements 2.2 Ensure selected broodstock are maintained in their selected structure or system with minimal stress 2.3 Condition broodstock to induce maturation or breeding and spawning behaviour 2.4 Ensure identified broodstock to be spawned are maintained in an optimal condition prior to spawning 2.5 Monitor and maintain water quality requirements of broodstock according to workplace procedures
3. Breed and raiseprogenyprogeny	3.1 Monitor signs of imminent spawning and control environment to ensure successful spawning 3.2 Collect spawn according to workplace procedures 3.3 Assess the quality of eggs and sperm and undertake fertilisation of the eggs, if appropriate 3.4 Apply post-spawning broodstock husbandry techniques as required 3.5 Hatch fertilised eggs and care for progeny according to workplace procedures 3.6 Monitor water quality, stock behaviour and environmental parameters and identify and document changing conditions
4. Harvest and distribute progeny	4.1 Select progeny through quality assessment with supervisor, and harvest progeny 4.2 Grade, sort and transport progeny to new on-farm culture or holding structures 4.3 Note, harvest and pack order requirements for external transport
5. Complete breeding activities	5.1 Check cleaning of work area and disposal of waste materials are completed according to workplace procedures and environmental

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 5.2 Check condition and storage of tools and equipment, and forward repair requirements to supervisor 5.3 Record relevant data and observations and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret order requirements
Writing	• Complete workplace records legibly and accurately using correct technical terminology • Prepare labels for shipment of containers
Numeracy	• Estimate time and resources needed for hatchery production activities • Count and estimate quantities of stock, feed and containers • Use length, size, weight and other relevant criteria to sort and grade stock • Reconcile stock quantities against order requirements
Oral communication	• Explain basic hatchery operations and schedule using language appropriate for audience
Interact with others	• Collaborate, cooperate and assist others with hatchery job requirements
Get the work done	• Use key functions and features of workplace systems to record data and observations and to operate automated hatchery equipment

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU308 Support hatchery operations Release 2	SFIAQU308 Support hatchery operations Release 1	Minor update to performance criteria and performance evidence for clarity regarding changing environmental conditions	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU308 Support hatchery operations

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion, monitored hatchery operations in the collection and care of broodstock, breeding and raising of progeny and preparation of stock for distribution, including:

- confirming hatchery requirements with supervisor and team members
- applying risk assessment processes and putting controls in place to mitigate risk and minimise impact
- applying safe and efficient handling of animals throughout their lifecycle
- monitoring and recording water quality and environmental parameters during all growing cycles
- applying workplace quality standards when harvesting progeny for distribution
- maintaining a hygienic and functional work area during and after hatchery operations
- maintaining accurate records on hatchery operations
- identifying changing environmental conditions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- procedures and schedule for hatchery operations
- cleaning and disinfection requirements for hatchery operations
- clinical signs of ovulation and/or imminent spawning
- feed and other requirements of breeding stock and progeny
- environmental factors or cues for reproductive behaviour
- preparation of broodstock and/or progeny for distribution or transport

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- safe work practices relating to hatchery operations
- relevant legislation, including biosecurity control measures relevant to hatchery operations.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture hatchery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - broodstock or seedstock
  - equipment for caring for and raising progeny
  - monitoring equipment
- specifications:
  - hatchery production schedule and workplace procedures for hatchery operations, including advice on health and safety, hygiene and environmental requirements
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU309 Carry out emergency procedures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to use contingency plans to deal with emergencies and risk in land-based facilities and infrastructure in open water aquaculture operations. It does not cover emergency procedures on-board vessels.

The unit applies to individuals who have responsibility for implementing contingency plans and emergency procedures for an aquaculture workplace, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for emergencies	1.1 Identify and confirm hazards and emergencies to workplace products, personnel and assets, natural resources and environment, and confirm with supervisor 1.2 Confirm contingency plans and loss-minimisation strategies with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	supervisor 1.3 Monitor storage and maintenance of emergency and personal protective equipment to ensure ready access and in working condition 1.4 Test contingency plans and loss-minimisation strategies under simulated emergency conditions or scenarios, and provide feedback to supervisor
2. Manage loss-minimisation strategies	2.1 Identify risk and initiate appropriate emergency procedure, including mobilising emergency equipment and notifying supervisor 2.2 Minimise damage or loss to workplace products and assets, natural resources and environment 2.3 Confirm assessment of duration of risk with supervisor
3. Clean up, debrief and review emergency procedures	3.1 Ensure clean-up of work area, including repair and storage of equipment according to workplace procedures 3.2 Report lost product and assets to supervisor according to workplace procedures 3.3 Record relevant data, observations or information 3.4 Participate in a debrief with team members

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets emergency procedures, contingency plans and evacuation plans • Interprets labels and warning signs
Writing	• Records emergency data and observations legibly using accurate technical terminology
Numeracy	• Estimates duration of risk and resources required
Oral communication	• Participates in verbal exchanges to convey and clarify requirements • Explains emergency and evacuation plans to others using language

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Skill	Description
	and tone appropriate for audience
Interact with others	• Selects and uses appropriate communication protocols with staff and external personnel relevant to risk or emergency situations • Collaborates, cooperates and assists others during emergency procedures
Get the work done	• Uses key functions and features of workplace systems to record data and observations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU309 Carry out emergency procedures	SFIAQUA315A Oversee emergency procedures for on-land operations	Updated to meet Standards for Training Packages Revised unit title and minor amendments to elements and performance criteria to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU309 Carry out emergency procedures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has used contingency plans to carry out emergency procedures on at least one simulated occasion, including:

- identifying workplace hazards, risk and emergency situations
- testing and providing feedback on contingency plans and procedures to minimise losses in the event of an emergency:
  - briefing and debriefing of team members on plans and procedures
  - assessing risks and hazards
  - coordinating emergency responses
  - using personal protective equipment and maintaining emergency equipment for ready access
- maintaining workplace documents relevant to emergency procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- risk identification and assessment, and mitigation controls relevant to aquaculture operations
- key features of aquaculture operations emergency and evacuation plans
- methods to plan emergency drills to test contingency plans or loss-minimisation procedures
- effective communication techniques in emergency situations
- emergency support services, including contact details
- location, use and care of emergency and personal protective equipment.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - emergency equipment relevant to the particular incident or emergency
- specifications:
  - workplace and emergencies procedures
  - contingency plans and loss-minimisation strategies
- relationships:
  - evidence of interactions with supervisor, team members and third parties.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU310 Apply control measures for predators and pests

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to diagnose, investigate and select appropriate control measures for predators and pests affecting cultured or held aquatic stock. It includes the ability to treat and monitor affected stock.

The unit applies to individuals who are responsible for the control of predators and pests in an aquaculture workplace, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate and identify predator and pest infestations or problems	1.1 Participate in workplace routine stock monitoring program 1.2 Observe and report evidence of predators or pest infestations 1.3 Identify common predator or pest affecting stock

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify and report severity of problem to supervisor
2. Apply control methods for the treatment of predators and pests	2.1 Prepare for control measures or treatment according to workplace procedures and legislative requirements 2.2 Identity and assess risks and select and use appropriate personal protective equipment 2.3 Apply control measures or treatments following workplace procedures 2.4 Comply with withholding periods of chemical treatments 2.5 Monitor severity and maintain records according to workplace procedures 2.6 Notify supervisor promptly about changes in severity of outbreak
3. Monitor post-predator and pest control activities	3.1 Check cleaning and sterilisation of work area and equipment is completed according to workplace procedures 3.2 Ensure appropriate disposal of dead, damaged or moribund stock 3.3 Check condition, maintenance requirements and storage of tools and equipment 3.4 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets workplace procedures for hazard identification and risk assessment and control relating to predators or pests • Interprets chemical labels and safety signs
Writing	• Completes workplace records and reports legibly using accurate technical terminology
Numeracy	• Estimates and quantifies infestation severity • Calculates or estimates weights and volumes

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Skill	Description
Oral communication	• Participates in verbal exchanges to convey and clarify predator and pest control activity using language appropriate for audience
Get the work done	• Uses key functions and features of workplace systems to record data and observations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU310 Apply control measures for predators and pests	SFIAQUA316A Oversee the control of predators and pests	Updated to meet Standards for Training Packages Revised unit title and minor changes to elements and performance criteria to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU310 Apply control measures for predators and pests

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion, applied control measures or treatments in response to an attack of a predator or infestation of a pest affecting aquatic stock, including:

- identifying and reporting to supervisor about presence of a predator or pest
- identifying risk factors and selecting and using the most appropriate personal protective equipment
- selecting and applying the appropriate control method or treatment to minimise loss or harm to stock
- applying the appropriate disposal methods for dead, damaged or moribund stock
- maintaining accurate records of predator or pest observations and treatments
- maintaining a hygienic work area and equipment after predator or pest control.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazard identification and risk assessment for the control of predators and pests
- features of normal and abnormal stock behaviour relevant to predator and pests
- characteristics, signs and symptoms of predators and pest infestations of cultured or held stock
- common types and environmental causes of predators and pests
- lifecycles or behaviour of common predators and pests
- methods for prevention, control and treatment of outbreaks of predators and pests
- legislative, regulatory and biosecurity requirements associated with controlling predators and pests
- health and safety requirements associated with controlling predators and pests.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - culture or holding structures and stock
  - equipment for controlling or preventing predators and pests from harming stock
  - treatments or products used in the control of predators and pests
- specifications:
  - workplace procedures for the control of predators and pests
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU312 Monitor feed activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and monitor feed activities for cultured aquatic stock. It includes the ability to coordinate feed activities and use data and observations to optimise the uptake of feed.

The unit applies to individuals who are responsible for feed activities within an aquaculture workplace, working under broad direction and having limited responsibility for the work of others.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and organise feed for cultured or held stock	1.1 Confirm feeding schedule and instructions with supervisor 1.2 Check feed types, quantities and sizes against feeding schedule 1.3 Check received feed quality and specifications against labels and delivery documentation as required 1.4 Select feeding equipment and/or automated feeding technology, check for serviceability and consider the need for personal protective equipment
2. Monitor and optimise feed uptake	2.1 Implement workplace feeding procedure to feed stock 2.2 Monitor stock uptake of feed 2.3 Monitor effectiveness of feeding activities to improve feed uptake and reduce wastage 2.4 Alter stock feeding schedule to compensate for factors limiting feed uptake
3. Finalise and review feeding operations	3.1 Check cleaning of work area and disposal of waste materials are completed according to workplace procedures 3.2 Check condition, maintenance requirements and storage of equipment 3.3 Store feed in a manner that minimises degradation or contamination 3.4 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret feeding schedules and relevant workplace procedures • Interpret feed packaging labels
Writing	• Complete workplace records legibly and using accurate technical terminology

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Skill	Description
	• Edit and alter feeding schedule
Numeracy	• Calculate formulae using ratios, metric units and percentages • Calculate, estimate, measure and weigh feeds
Oral communication	• Participate in verbal exchanges to convey and clarify feed activities using language appropriate for audience

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU312 Monitor feed activities Release 2	SFIAQUA312 Monitor feed activities Release 1	Minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU312 Monitor feed activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored feed activities for aquatic stock on at least one occasion, including:

- communicating with supervisor on feeding requirements and activities
- using appropriate feeding equipment and/or technology
- fitting personal protective equipment when it's required
- preparing the correct feed type and quantity to meet feeding requirements
- altering feeding plan to compensate for factors or conditions influencing feed uptake
- maintaining a clean work area and functional equipment during and after feeding
- checking and maintaining the quality of feed
- maintaining accurate records on feeding activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- feeding requirements of aquatic stock, stock types and age groups
- characteristics of main feed types
- stock behaviour and dietary requirements in varying conditions
- factors and conditions that inhibit or limit feed uptake
- effects of food wastage on environment
- feed handling and preparation and storage requirements
- feeding equipment operations and maintenance
- safety considerations and hazards associated with feeding equipment and activities.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - feeding equipment
  - stock feed
  - stock to be fed
- specifications:
  - feeding schedule
  - workplace procedures for feeding stock, including advice on health and safety and hygiene requirements
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU313 Operate hi-tech and real time aquatic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to operate hi-tech and real time aquatic technology. It includes using and concluding activity and providing feedback on the performance of hi-tech and real time aquatic technology.

The unit applies to individuals who use aquatic technology.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify technology requirements	1.1 Identify workplace requirements and determine how hi-tech or real time technology may be utilised to complete aquatic tasks 1.2 Identify relevant hazards regarding work safety and/or environmental impacts

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Discuss processes to mitigate risks of any identified hazards with relevant personnel 1.4 Discuss current and future personal training needs in relation to aquatic operational processes, control room, real time systems, marine sites, and probe technology with relevant personnel
2. Perform remote or real time aquatic activity using technology	2.1 Conduct activity in real time systems according to workplace procedures 2.2 Use sensor technology in a manner that complies with workplace procedures and manufacturer specifications 2.3 Observe and record the performance of technology and the impact on environment and/or animals
3. Finalise and review use of technology	3.1 Conclude activity and conduct technology shut-down procedures according to workplace requirements 3.2 Record relevant data and observations on how current or emerging technology may be utilised to complete aquatic tasks 3.3 Report any performance abnormalities to relevant personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Identify and interpret relevant manufacturer specifications
Writing	• Document technology performance
Oral communication	• Use appropriate technical terminology to communicate technological requirements

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU313 Operate hi-tech and real time aquatic technology	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU313 Operate hi-tech and real time aquatic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has used both sensor technology and real time systems on at least two occasions.

In doing the above, there must be evidence that the individual has:

- followed manufacturer specifications and workplace health and safety standards
- conducted technology shut-down procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- overview of the aquatic operational processes:
  - transport of stock and equipment
  - water quality technology
  - real time systems
  - probe sensor or camera maintenance
- the general features and capabilities of aquatic technology
- overview of technological/digital advancements:
  - filtration technology
  - recirculating aquaculture systems (RAS)
  - smart systems
- relevant manufacturer specifications for operation of equipment/technology
- environmental impacts of technology
- aquatic workplace health and safety standards.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquatic setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - hi-tech and real time aquatic technology
- specifications:
  - relevant manufacturer specifications
  - relevant workplace health and safety documents.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU314 Interpret aquatic digital information

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to interpret a range of aquatic information typically used to access, interpret, input and store information.

This unit applies to individuals who utilise digital devices for aquatic processes.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine information requirements	1.1 Identify and interpret aquatic information requirements from specifications or work instructions 1.2 Determine types or range of digital information to be accessed to meet work requirements
2. Access digital	2.1 Navigate technology to access the information required using safe

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
information	work practices and workplace access/security procedures 2.2 Retrieve information using workplace procedures and methodologies detailed in specifications or work instructions 2.3 Check information for relevance to aquatic job requirements, and identify further requirements
3. Input information	3.1 Use relevant functions and commands to input information 3.2 Check information that has been entered into the appropriate device for accuracy, and make adjustments if necessary, to correct errors
4. Consult relevant stakeholders	4.1 Discuss information accessed with relevant personnel and consult as required 4.2 Relate information accessed to relevant aquatic activity according to work requirements
5. Store information	5.1 Save digital information recorded, following workplace procedures, including security measures prior to exiting the application 5.2 Store aquatic digital information according to requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Comprehend the relevance of digital information accessed
Oral communication	• Use appropriate terminology to discuss aquatic data requirements

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU314 Interpret aquatic digital information	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU314 Interpret aquatic digital information

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has accessed, inputted and recorded aquatic digital information on at least 2 occasions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- safe work practices working with digital technology
- procedures and security measures for accessing, storing and retrieving information from aquatic digital devices
- aquatic information requirements, including:
  - environmental aspects
  - standard operating procedures
- functions of digital devices
- use and features of information outputs.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment, materials:
  - aquatic digital devices
- specifications:

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- relevant procedural workplace policies relating to digital security and safety.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU315 Apply control measures for diseases

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to investigate and select appropriate control measures for common diseases affecting cultured or held aquatic stock. It includes the ability to treat and monitor affected stock.

The unit applies to individuals who are responsible for the control of common diseases in an aquaculture workplace, working under broad direction.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate disease spread	1.1 Participate in routine health monitoring program according to workplace procedures 1.2 Record or report mortalities and moribund stock according to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	workplace requirements 1.3 Identify commonly occurring diseases and environmental conditions that may contribute to the outbreak of diseases
2. Apply control methods for treatment of diseases	2.1 Select control methods according to workplace procedures 2.2 Identify and assess risks and select and use appropriate personal protective equipment 2.3 Administer treatment following workplace procedures and veterinary guidelines 2.4 Notify supervisor promptly about changes to treatments or severity of outbreak
3. Monitor post-disease-control activities	3.1 Check cleaning and sterilisation of work area and equipment are completed according to workplace procedures 3.2 Ensure appropriate disposal of infected or affected stock 3.3 Check condition, maintenance requirements and storage of tools and equipment 3.4 Record relevant data and observations, and report any abnormal records to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret medication and chemical labels and safety signs
Writing	• Complete workplace records and reports legibly and using accurate technical terminology
Oral communication	• Participate in verbal exchanges to convey and clarify disease control activity using language appropriate for audience
Numeracy	• Estimate and quantify infestation severity • Calculate or estimate weights and volumes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU315 Apply control measures for diseases	SFIAQU311 Apply control measures for diseases	Update to performance criteria and performance evidence for clarity regarding environmental conditions	Not equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU315 Apply control measures for diseases

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion, applied control measures in response to a common disease outbreak affecting aquatic stock, including:

- identified and reported to supervisor about the disease outbreak
- assessed risk factors and selected and used the appropriate personal protective equipment
- selected the appropriate control method for the disease
- applied the appropriate disposal methods for dead or moribund stock
- maintained accurate records of disease observations and treatments
- maintained hygienic work area and equipment after disease control.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazard identification and risk assessment for the control of diseases
- features of normal and abnormal stock behaviour relevant to disease
- characteristics, signs and symptoms of disease outbreak of cultured or held stock
- common types and environmental causes of diseases
- lifecycles of common diseases
- methods for prevention, control and treatment of outbreaks of diseases:
  - cleaning and sterilising equipment
  - quarantining equipment and stock
  - chemical and non-chemical control measures
  - withholding periods of various common treatment programs
- legislative, regulatory and biosecurity requirements associated with controlling diseases
- health and safety requirements associated with controlling diseases

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- conditions that may cause the outbreak of diseases.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - culture or holding structures and stock
  - equipment for controlling disease
  - medications, chemicals or products used in the treatment of diseases
- specifications:
  - workplace procedures for the control of disease
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU402 Coordinate construction or installation of stock culture, holding and farm structures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to coordinate construction or installation activities of stock culture, holding and farm structures according to design specifications. It requires the ability to supervise the work of others and prepare maintenance and repair schedules, procedures and protocols.

The unit applies to individuals who have responsibility for the construction or installation of stock culture or holding systems, including water supply and disposal systems, and farm structures in an aquaculture environment.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for construction or installation of structures	1.1 Confirm design specifications for stock culture or holding structure and systems, including water supply and disposal systems, prefabricated buildings and farm structures, with senior personnel 1.2 Prepare construction plan and schedule activities according to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	workplace procedures and in consultation with senior personnel 1.3 Order materials and arrange contractors and tradespeople to meet scheduled activity 1.4 Book construction equipment according to specifications and in consultation with senior personnel. 1.5 Check raw and prefabricated materials against delivery manifest or specifications 1.6 Prepare and secure site according to specifications 1.7 Brief staff on work objectives and procedures, including health and safety requirements relevant to the site, equipment being used and the type of construction or installation
2. Coordinate construction or installation	2.1 Monitor construction or installation progress against the construction work plan and design specifications 2.2 Confirm availability of materials, equipment and labour, including contractors or tradespeople, according to workplace procedures 2.3 Anticipate, avoid or minimise potential problems through forward planning and contingency planning 2.4 Give feedback to staff on work progress and performance on a regular basis 2.5 Give reports to management on project progress, costs and any problems arising from construction or installation project 2.6 Check finished product to ensure that it fits design specification and is effective or operable
3. Prepare maintenance and repairs schedule, procedures and protocols	3.1 Prepare and document maintenance and repair schedules in consideration of other facility plans 3.2 Establish and document procedures for maintenance and repair tasks in the maintenance and repair schedule 3.3 Purchase or hire hand and power tools and spare parts required for maintenance 3.4 Establish and document protocols for hiring tradespeople and internal reporting and communications 3.5 Brief supervisors and management on schedule, protocols and workplace procedures that have been established and documented, including continuous improvement processes

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets and analyses construction plans and design specifications to determine requirements • Interprets a range of information relevant to ordering materials and obtaining labour for construction activity
Writing	• Prepares and logically structures workplace reports, schedules and procedures using accurate terminology
Numeracy	• Estimates and calculates measurements of length, area, volume and time • Calculates quantities of materials and costs against specified requirements and on-site usage patterns • Calculates labour resources required for construction activity • Monitors costs
Oral communication	• Participates in verbal exchanges to report and present information and provide feedback to a range of personnel
Navigate the world of work	• Meets expectations and adheres to legislative and regulatory requirements relating to own role and area of responsibility
Interact with others	• Selects and uses appropriate communication practices when seeking information or sharing information with others
Get the work done	• Plans and sequences relatively complex tasks to achieve construction and installation outcomes safely and efficiently • Monitors actions and adjusts plans and resources to cope with contingencies • Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role and construction and installation activities

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU402 Coordinate construction or	SFIAQUA402C Coordinate construction or	Updated to meet Standards for Training	Equivalent unit

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installation of stock culture, holding and farm structures	installation of stock culture, holding and farm structures	Packages	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU402 Coordinate construction or installation of stock culture, holding and farm structures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has coordinated the construction or installation of a stock culture or holding and farm structure, including:

- accurately interpreting design plans and construction specifications and schedule
- briefing staff on work objectives, work procedures and health and safety requirements
- developing and implementing a construction work plan and schedule based on labour and resource requirements
- monitoring and reporting on work plan activities
- establishing and documenting protocols and procedures for carrying out maintenance and repair tasks,
- hiring tradespeople and or contractors
- internal reporting and communications
- establishing a maintenance and repair schedule for stock culture, holding and farm structures or systems.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- design principles and components of specific water supply and disposal systems of stock culture, holding and farm structures
- purpose and application of buildings and structures in production processes
- process steps for the construction and installation of stock culture, holding and farm structures or systems
- construction, installation and assembling techniques for stock culture, holding and farm structures

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- building regulations relevant to the construction program
- basic surveying techniques relevant to the construction
- health and safety requirements for construction and installation activities
- characteristics and general principles of construction of plumbing and fittings
- operating principles of specific types of pumps and treatment structures
- maintenance requirements and skills needed for specific culture, holding and farm structures, water supply and disposal systems or structures and associated components
- manufacturer specifications for installation and maintenance of equipment or systems.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- specifications:
  - design specifications for structures, including water supply and disposal system, to be constructed or installed
  - workplace procedures and construction schedule
  - manufacturer specifications for installation and maintenance of equipment or systems
- relationships:
  - evidence of interaction with staff member and others involved in the construction of stock culture or holding structures, and farm structures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU403 Manage water quality and environmental monitoring in enclosed systems

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop and implement a water quality and environmental monitoring program and procedures for enclosed systems.

The unit applies to individuals who use specialised skills and knowledge to analyse and monitor water quality and environmental data and manage maintenance activities within an aquaculture facility.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop a water quality management program	1.1 Develop monitoring schedule and methods to identify routine water quality and environmental parameters 1.2 Develop workplace procedures for routine water quality, environmental monitoring and management of culture or holding

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	water 1.3 Organise data collection and record management activities
2. Oversee non-routine water quality monitoring, sampling and manipulation	2.1 Identify potential problematic non-routine water quality parameters and develop measurement methods 2.2 Carry out monitoring and sampling and arrange external analysis according to workplace procedures 2.3 Detect and manage effects of health treatments on the quality of the culture or holding water
3. Analyse and present data in tables and graphs	3.1 Check water quality and environmental data to identify transcription errors or atypical entries 3.2 Present data accurately in tables and graphs according to workplace practices 3.3 Analyse data and report on features and trends
4. Assess and adjust water for cultured or held stock	4.1 Assess the suitability of supply water for cultured or held stock 4.2 Detect aquaculture practices that impact adversely on water quality, and modify practices to minimise impacts 4.3 Manipulate water chemistry to improve water quality according to workplace procedures 4.4 Modify management strategies based on data collected

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Analyses data against quality parameters and interprets tables and graphs to determine trends
Writing	• Records and presents data accurately and in required format • Documents workplace procedures using clear structure, language and technical terminology
Numeracy	• Measures perimeters, areas, volumes and angles

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Skill	Description
	• Applies mathematical concepts of ratio, percentage, density, and standard deviation to monitoring activities
Oral communication	• Participates in verbal exchanges to convey information relating to water quality and monitoring data
Navigate the world of work	• Works independently within broad parameters, taking responsibility for plans, decisions and outcomes relating to own role and area of responsibility
Get the work done	• Uses workplace digital systems and tools to access, organise, analyse and display information relevant to role and area of responsibility

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU403 Manage water quality and environmental monitoring in enclosed systems	SFIAQUA411A Manage water quality and environmental monitoring in enclosed systems	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU403 Manage water quality and environmental monitoring in enclosed systems

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and managed a water quality and environmental monitoring program for an enclosed system on at least one occasion, including:

- developing the monitoring schedule and procedures for routine monitoring
- analysing and interpreting graphs and trends in data to determine required action for routine and non-routine data
- implementing water quality and environmental management strategies based on analysis of data.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose of a water quality management program
- routine and non-routine water quality parameters
- water chemistry and interaction between parameters
- interaction between stock, water chemistry and aquaculture practices
- types, features and purpose of a range of monitoring equipment used for managing water quality and environmental monitoring
- procedures for collecting, storing, retrieving and communicating data
- procedures for verifying data and rectifying mistakes
- options for presenting and displaying data.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture facility or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - measuring and testing equipment
  - data sets and records to analyse
  - technology for recording and presenting data
  - workplace forms or records
- specifications:
  - workplace procedures for management of water quality and environmental monitoring of culture or holding water.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU404 Operate hatchery

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to oversee the breeding, culling and raising of broodstock and progeny and preparing for distribution in hatchery operations.

The unit applies to individuals who have responsibility for aquaculture hatchery production and use specialised technical skills and knowledge to manage the work team and operations.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select, condition and spawn broodstock	1.1 Confirm breeding objectives, selection aims and strategies with management 1.2 Confirm hatchery production schedule, labour and resource requirements, health and safety and risk minimisation procedures with production personnel 1.3 Ensure quality of broodstock selection is met according to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	workplace requirements 1.4 Manage the broodstock conditioning, spawning and recovery process 1.5 Identify broodstock to be spawned again at a later date and move to holding tanks or areas
2. Select or cull progeny	2.1 Manage progeny husbandry to ensure high survival and growth or other selection criteria 2.2 Carry out quality assessment of progeny regularly and cull or remove inferior progeny 2.3 Monitor progeny health and promptly control any disease outbreaks, sending samples to relevant authorities 2.4 Monitor effects of feed and health treatments on progeny and take actions to avoid or minimise health problems and negative effects on product quality 2.5 Monitor progeny growth and development using an appropriate performance recording system 2.6 Carry out harvesting to meet hatchery production plan 2.7 Maintain breeding records according to industry standards and breeding program requirements
3. Monitor, review and improve hatchery performance	3.1 Review the progress of hatchery production plan with management 3.2 Maintain and analyse physical and financial evaluations of hatchery performance 3.3 Obtain and assess information on innovations to determine relevance and possible application 3.4 Test innovations to determine suitability and adaptability to individual circumstances, their benefit and cost, and report outcomes to management team 3.5 Discuss selection aims, breeding objectives and strategies with management team

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets production plans and order requirements • Researches and analyses information about hatchery operations from a range of sources
Writing	• Completes workplace documentation relating to hatchery operations legibly and accurately
Numeracy	• Calculates and estimates quantities of stock • Records and interprets data relating to water quality • Monitors and analyses costs of hatchery operations
Oral communication	• Explains hatchery operation responsibilities to staff using language appropriate for audience
Interact with others	• Collaborates with others contributing knowledge, ideas and skills to achieve improvements in stock quality and hatchery operations
Get the work done	• Assesses options, taking into consideration a range of relevant factors, and tests and reports on continuous improvements for hatchery operations • Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role and hatchery operations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU404 Operate hatchery	SFIAQUA404C Operate hatchery	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU404 Operate hatchery

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has managed and monitored the operations of a hatchery on at least one occasion, including:

- communicating and supervising production personnel on all aspects of hatchery production
- overseeing the collecting, care and handling of broodstock, larvae and juveniles
- overseeing the breeding, culling and raising of progeny and preparing for distribution
- manipulating culture environment to achieve objectives
- conducting a review of hatchery operations and assessing options for improvement
- discussing proposed breeding objectives and strategies with management team.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- breeding requirements of broodstock and progeny
- nutritional, health and environmental requirements of breeding stock and progeny
- clinical signs of ovulation and imminent spawning
- environmental factors or cues for reproductive behaviour
- preparation of broodstock and or progeny for distribution
- workplace business information relevant to hatchery operations
- overview of current innovations and trends in hatchery operations
- health and safety requirements in context of hatchery operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture hatchery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - broodstock or seedstock
  - hatchery and equipment for caring for and raising progeny
  - monitoring equipment
  - reference material for research purposes
- specifications:
  - hatchery production schedule, labour and resource requirements
- relationships:
  - evidence of interactions with management and production staff members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU405 Develop emergency procedures for an aquaculture enterprise

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop emergency procedures, contingency plans and loss-minimisation strategies for aquaculture and holding facilities.

The unit applies to individuals who have responsibility to plan for and overcome identified threats or hazards to workplace products, personnel and assets, natural resources and environment.

No licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify hazards and implement general readiness actions	1.1 Identify all emergencies and hazards to workplace products, personnel and assets, natural resources and environment 1.2 Seek input of managers and stakeholders in identifying potential emergencies and developing a risk register

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Identify and liaise with appropriate authorities and emergency agencies to identify potential risks 1.4 Provide sufficient time for on-facility and external monitoring and warning systems to allow risk management contingency plan or loss-minimisation strategy to be implemented or accessed 1.5 Determine and arrange resources to implement contingency plan 1.6 Ensure equipment and resources needed to minimise, remove or deal with threats are operational
2. Develop contingency plans and emergency procedures	2.1 Develop contingency plans that address risks in consultation with experts 2.2 Develop emergency procedures to address a range of possible emergency situations 2.3 Prioritise and document actions to be taken during incidents and emergencies, ensuring all legal requirements and checks are met 2.4 Carry out practical drills to test contingency plans and emergency procedures 2.5 Evaluate costs and benefits of contingency plans or emergency procedures and refine as required
3. Implement risk management contingency plans and emergency procedures	3.1 Identify specific risks and severity of incidents and select appropriate risk management contingency plans 3.2 Mobilise staff and resources and confirm areas of responsibility 3.3 Carry out emergency procedures and maintain liaison with emergency agencies 3.4 Maintain loss minimisation until risk has passed 3.5 Carry out emergency debrief according to workplace procedures 3.6 Identify and support personnel and resources required for post-incident activities
4. Improve the contingency plans	4.1 Monitor responses to threats and emergencies in consultation with appropriate authorities and emergency agencies 4.2 Analyse overall performance of contingency plan for currency and functionality to ensure business stability and profitability 4.3 Document and report results of analysis to management and key personnel 4.4 Assess information on alternative risk management strategies to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	determine relevance and possible application in existing or potential situations 4.5 Test suitability and adaptability of alternative strategies to individual circumstances 4.6 Assess innovation benefits and costs and make decisions on their adoption 4.7 Brief management on outcomes and recommendations for improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets and analyses technical and legislative material • Researches and analyses a range of textual and numeric information to determine possible threats and emergencies and required actions
Writing	• Prepares and logically structures components of reports, procedures and contingency plans • Makes edits and changes to update documentation
Numeracy	• Analyses statistical data to determine risk • Assesses and compares costs of risk management strategies
Oral communication	• Participates in verbal exchanges to convey and report information using language and terminology appropriate for the audience • Issues instructions clearly and authoritatively during unusual circumstances
Navigate the world of work	• Understands workplace risk environment and legislative and regulatory requirements with specific reference to safety
Get the work done	• Plans, coordinates and monitors multiple activities and resources relating to management of workplace risk, safety and emergencies • Uses key features and functions of workplace digital systems and technology for analysing data, preparing documentation and accessing and conveying information

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU405 Develop emergency procedures for an aquaculture enterprise	SFIAQUA413A Develop emergency procedures for an aquaculture enterprise	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU405 Develop emergency procedures for an aquaculture enterprise

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and implemented contingency plans and emergency procedures for an aquaculture facility on at least one occasion, including:

- gathering information from different sources to identify possible threats and emergencies for the workplace
- identifying resources and equipment required to implement the contingency plans
- developing the contingency plans and emergency procedures that address the workplace's most critical risks and emergency situations and meet legislative requirements
- carrying out drills of documented contingency plans and emergency procedures in own organisational environment
- monitoring and making improvements to the contingency plans.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- emergency alerting systems, signals and instructions typically used within industry workplaces
- government regulations and requirements of authorities and agencies
- hazards and precautions during an emergency or evacuation, including checking and accounting procedures
- information needs of emergency response agencies at time of reporting
- health and safety legislative requirements related to risk management
- characteristics and composition of the workforce that need to be considered in an emergency or threat situation
- location of emergency procedures, equipment and evacuation assembly areas
- organisational emergency procedures, including various roles of the workplace emergency personnel

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- workforce needs and entitlements post-emergency, incident and accident
- principles and priorities for evacuation, including checking and accounting procedures
- priorities and limitations of workplace response to threats and emergencies
- risk factors involved in operating an aquaculture workplace
- role, responsibility and authority of emergency response personnel and principles of effective liaison to ensure that there is no interference or hindrance to their action.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - scenarios for practical drills
  - relevant technology for communication and preparing documentation
- specifications:
  - workplace procedures and documentation relating to threats or emergencies
- relationships:
  - evidence of interactions with experts for specialist information, and staff to oversee during implementation of contingency plans and emergency procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU406 Implement low water exchange microbial floc technologies

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to implement the production of cultured stock, specifically marine prawns, using low water exchange microbial floc technologies.

The unit applies to individuals who have specialised aquaculture knowledge and skills and responsibility for overseeing staff to prepare the culture system and produce stock to meet workplace and industry requirements.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and organise for	1.1 Prepare culture system according to workplace requirements or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
stock introduction	appropriate literature and biosecurity control measures 1.2 Define water quality and biological parameters to be monitored 1.3 Develop plans that outline monitoring frequency, data management and production thresholds 1.4 Determine equipment requirements for low water exchange microbial floc technologies, check for availability and serviceability, and get ready for use 1.5 Make repairs and calibrations according to workplace and health and safety procedures 1.6 Brief staff on responsibilities according to production schedule
2. Carry out production procedures	2.1 Carry out stock production techniques using low water exchange microbial floc technologies 2.2 Monitor water quality and biological parameters according to workplace procedures 2.3 Preserve samples for external analysis and pack and send to laboratory according to workplace requirements 2.4 Introduce chemical and biological additives into the culture environment as required 2.5 Provide feedback to staff on production performance
3. Record and analyse relevant data	3.1 Record data gathered from production and monitoring procedures 3.2 Analyse data and report to management 3.3 Modify production techniques based on analysis according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets production plans and monitoring schedules • Researches and analyses technical information from a range of

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Skill	Description
	sources • Analyses data and interprets trends
Writing	• Records and presents data accurately and in required format
Numeracy	• Sets and adjusts measurement scale to calibrate monitoring equipment • Calculates ratios, percentages and volumes • Applies mathematical concepts related to stocking density and yields
Oral communication	• Participates in verbal exchanges to convey and explain information clearly using language appropriate for the audience
Navigate the world of work	• Works independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to stock production
Interact with others	• Collaborates with others contributing knowledge and skills to achieve work outcomes
Get the work done	• Uses systematic, analytical processes to identify and solve problems and make decisions relating to stock production using low water exchange microbial floc technologies • Uses workplace digital systems and tools to access, organise, and analyse information relevant to stock production

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU406 Implement low water exchange microbial floc technologies	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU406 Implement low water exchange microbial floc technologies

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has implemented the production of cultured stock using low water exchange microbial floc technologies on at least one occasion, including:

- preparing the culture system and microscopy equipment for production
- coordinating staff in stock production activities
- monitoring and modifying the production system based on water quality and biological testing
- documenting data and analysis of production outcomes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and features of microbial floc ecosystems and management
- biology and chemistry of water bodies
- collection and submission processes for samples sent for external analyses
- monitoring equipment:
  - calibration and operating methods
  - maintenance and repairs
  - options and limitations
- legislation and regulations, including biosecurity, relevant to the production of cultured stock using low water exchange microbial floc technologies
- types of water quality tests and techniques for testing
- key features of normal and abnormal stock behaviour and environmental conditions
- methods of identification for a range of algae species
- nitrogen conversion pathways relevant to the production of cultured stock
- conditions that promote biofloc.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - facility or system to implement low water exchange microbial floc technologies
  - cultured stock (marine prawns)
  - monitoring and testing equipment
  - data sets and records to analyse
- specifications:
  - workplace forms and technology for recording data
- relationships:
  - evidence of interactions with staff members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU407 Coordinate sustainable aquacultural practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to coordinate sustainable operational practices and implement strategies that minimise waste, conserve energy resources and manage water use.

The unit applies to individuals who have responsibility for overseeing environmental requirements in their area of operation or for their work group or team in an aquaculture facility.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Coordinate water quality and environmental	1.1 Confirm strategies for meeting legislative and environmental obligations and allocations of resources with senior personnel 1.2 Select water quality variables and environmental criteria to be

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
monitoring programs	monitored 1.3 Prepare and brief staff on monitoring schedules 1.4 Develop monitoring systems to ensure that quality of water supply system meets requirements of cultured or held stock
2. Develop effluent and waste treatment and disposal programs	2.1 Determine environmental risks and develop effluent and waste treatment and disposal programs to minimise emissions and discharges according to legislative requirements 2.2 Investigate opportunities to minimise energy and waste and utilise recycling 2.3 Evaluate options for on-site or off-site disposal of wastes against environmental management plan 2.4 Minimise adverse environmental impacts due to effluent and waste treatments and disposal
3. Manage resource use for facility	3.1 Develop water quality management strategies to minimise water and energy use 3.2 Develop stock production strategies to efficiently use water supply 3.3 Manage farm effluent to optimise its re-use opportunities
4. Finalise and review environmental protection activities	4.1 Record relevant environmental protection data, observations or information, and check any out-of-range or unusual records 4.2 Prepare compliance and other required reports of the effectiveness of environmental protection and provide to senior personnel, including recommendations for improvements 4.3 Give feedback to staff on their work performance 4.4 Investigate opportunities to improve sustainable aquaculture operations and submit to senior personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interprets monitoring schedule, environmental protection guidelines and management policies • Researches and evaluates key information from a range of sources relating to work activities
Writing	• Develops and documents monitoring schedules • Prepares environmental protection data and compliance reports using accurate terminology and required formats • Records information and data in workplace forms legibly and accurately
Numeracy	• Estimates time and resources • Analyses water use data • Analyses energy use
Oral communication	• Explains water quality and environmental monitoring requirements using language appropriate for audience
Navigate the world of work	• Keeps up-to-date on changes to legislation or regulations relevant to own role and area of responsibility, and considers implications of these when planning and undertaking work
Interact with others	• Collaborates with others and contributes knowledge and skills to achieve sustainable aquacultural practices
Get the work done	• Uses workplace digital systems and tools to access, organise and analyse information relevant to own role and area of responsibility

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU407 Coordinate sustainable aquacultural practices	SFIAQUA407C Coordinate sustainable aquacultural practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU407 Coordinate sustainable aquacultural practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has coordinated the implementation and monitoring of sustainable practices for an aquaculture facility on at least one occasion, including:

- documenting a strategy plan that defines approaches to:
  - developing a system for monitoring environment and water quality and use
  - developing programs to minimise waste and conserve energy resources for the facility
  - ensuring work practices and operations meet legislative and environmental obligations
- recording and reporting relevant information relating to workplace and compliance requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislative requirements for sustainable aquacultural practices and environmental control standards
- health and safety requirements relevant to work activities
- key principles of ecologically sustainable development relevant to aquaculture:
  - waste management – recycling, re-use and reduction of wastes
  - conservation of energy and water resources
  - light or noise control
  - nutrient cycling
- sediment testing processes and procedures, and results interpretation.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- specifications:
  - key sections of legislative or environmental requirements relevant to the facility
  - workplace environmental management policies or strategies
- relationships:
  - evidence of interactions with senior personnel and contractors.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU408 Supervise harvest and post-harvest activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to supervise harvest and post-harvest activities, including preparing harvest schedule, managing handling activities and ensuring quality assurance practices. It does not include processing activities, such as cooking, gill gutting, scaling, filleting, shucking, peeling or heading.

The unit applies to individuals who have responsibility for leading teams for harvest and post-harvest operations. They work closely with supervisors of harvest labour and suppliers of services such as transport.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare harvest and post-harvest schedules	1.1 Seek direction from senior personnel on harvest requirements 1.2 Identify numbers and stock quality parameters required by

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	customer or production plan 1.3 Select culture or holding structures or systems to be harvested 1.4 Determine timing and period of harvest to meet customer or production plan requirements 1.5 Prepare harvest schedules and convey to team leaders 1.6 Confirm personnel availability and prepare duty rosters
2. Organise harvest and post-harvest operations	2.1 Confirm technology and/or equipment and facilities are available and serviceable 2.2 Brief personnel responsible for transport, processing and marketing on arrangements 2.3 Integrate harvest and post-harvest activities with other activities 2.4 Inform staff of health and safety and reporting procedures
3. Monitor progress of harvest and post-harvest activities	3.1 Ensure stock is harvested and handled with minimal stress or damage according to the harvest schedule 3.2 Monitor transportation for stock to processing facilities according to food and transport legislative requirements 3.3 Monitor packaging and transportation of livestock according to biosecurity, food and transport legislative requirements 3.4 Maintain quality assurance practices on harvested and slaughtered stock 3.5 Monitor treatment of product during transport and arrival at destination through the transport company and customer
4. Finalisarvest and post-harve hest activities	4.1 Supervise clean-up of work area, including repairs and storage of equipment 4.2 Record relevant harvest and post-harvest data, observations or information, and check any out-of-range or unusual records 4.3 Update production statistics with harvest and post-harvest information 4.4 Prepare required reports to management, including recommendations for improvements 4.5 Give feedback to staff on their work performance

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret and analyse key information in documentation to determine harvest specifications and schedule
Writing	• Prepare paperwork for transport operators and contractors • Record information and data in workplace and compliance forms legibly and accurately
Numeracy	• Calculate a range of resource requirements and estimate time periods to develop rosters and schedules • Reconcile quantities of stock against orders and production plans • Calculate percentages and averages, relevant to stock survival rates and quality parameters, and transport loads
Oral communication	• Explain harvest and post-harvest requirements using language appropriate for audience
Navigate the world of work	• Keep up-to-date on compliance requirements relevant to own role and area of responsibility
Get the work done	• Use workplace digital systems and tools to access, organise and analyse information relevant to own role and area of responsibility

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU408 Supervise harvest and post-harvest activities Release 2	SFIAQUA408 Supervise harvest and post-harvest activities Release 1	Minor update to performance criteria and knowledge evidence for clarity referencing technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU408 Supervise harvest and post-harvest activities

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has coordinated and supervised harvest and post-harvest activities in an aquaculture environment on at least one occasion, including:

- developing a harvest and post-harvest schedule to meet harvesting requirements
- communicating harvest and post-harvest responsibilities to staff, senior personnel and suppliers of services
- overseeing harvest and post-harvest activities, complying with legislative and regulatory and workplace quality requirements
- completing compliance and other reporting requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- harvesting and post-harvesting techniques for a range of species or stock
- quality control procedures relevant to harvesting, grading and storage of stock
- quality parameters in specific types of stock
- staff feedback on work performance methods
- technology and/or equipment used in harvest and post-harvest activities
- compliance and reporting requirements
- legislative and biosecurity regulatory requirements relevant to harvest and post-harvest activities.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - equipment required for harvest and post-harvest activities
  - stock to harvest and prepare for transport
  - workplace forms and recording technology
- specifications:
  - customer or production plans and other requirements to develop a harvest schedule
  - workplace procedures for harvest and post-harvest operations
- relationships:
  - evidence of interactions with senior personnel and staff.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU409 Implement, monitor and review stock production

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to implement and monitor a stock production plan, and review and improve on production performance.

This unit applies to personnel who have technical and coordination responsibilities for stock production and for improving production outcomes in an aquaculture facility.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement and monitor stock production	1.1 Convey production plan, policies and procedures to staff for implementation

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
plan	1.2 Assess feed supplies against production plan and feeding schedule 1.3 Monitor distribution schedules and vary stocking rates, as required 1.4 Monitor stock growth or production using an appropriate performance recording system 1.5 Carry out harvesting according to workplace requirements to meet sales goals 1.6 Monitor stock health and promptly control any pest, parasite or disease outbreaks with samples being sent to relevant authorities 1.7 Monitor effects of feeds and health treatments on stock, and take actions to avoid or minimise stock health problems and negative effects on product quality 1.8 Review progress of production regularly with staff
2. Continually review and improve production performance	2.1 Maintain physical and operations records for analysis and evaluation of production performance for senior management 2.2 Evaluate production performance at each stage to determine sustainability and profitability and for use in reviewing and revising production plans 2.3 Obtain and assess information on innovations relating to existing or potential workplace and facility activities to determine their relevance and possible application 2.4 Test relevant innovations to determine their suitability and adaptability, and report outcomes to senior management 2.5 Keep senior management informed of production schedule and performance

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Extract data and information from journals, websites, magazines, books and trade journals • Interpret aquatic engineering, culture technology and species

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Skill	Description
	biology information • Interpret and analyse monitoring schedules
Numeracy	• Calculate resource requirements and reconcile with production plan
Oral communication	• Explain production plan requirements clearly using language appropriate for audience
Navigate the world of work	• Work independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to stock production
Interact with others	• Collaborate with others contributing knowledge and skills to achieve work outcomes
Get the work done	• Use systematic, analytical processes to identify and solve problems and make decisions at each production stage

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU409 Implement, monitor and review stock production Release 2	SFIAQU409 Implement, monitor and review stock production Release 1	Minor correction/update to knowledge evidence referencing technology and biosecurity regulations	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU409 Implement, monitor and review stock production

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has implemented, monitored and reviewed stock production on at least one occasion, including:

- communicating with staff and senior management on stock husbandry and production operations
- monitoring growth, health and welfare of stock against the workplace stock production plan
- maintaining and analysing records on stock production
- assessing and testing at least one profitable innovation option.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose of production plans, and methods for monitoring and reviewing performance against plan
- culture stock physiology, biology and ecology
- water quality and environmental testing techniques
- biosecurity regulations
- disease surveillance and treatment protocols
- environmental protection guidelines in relation to stock production
- production methods for a range of species or stock
- stock husbandry and management
- safe work practices in the context of stock production

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- continuous improvement processes and innovative approaches used in improving production performance, including mechanisation and automation research.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - stock to monitor
  - testing and monitoring equipment
  - workplace forms and recording technology
- specifications:
  - stock production plan
  - workplace procedures relating to stock production
- relationships:
  - evidence of interactions with management and staff members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU410 Implement a program to operate, maintain or upgrade a recirculating aquaculture system

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan, implement and monitor a program for the operation, maintenance or upgrade of a recirculating aquaculture system.

This unit applies to individuals with the technical expertise to operate the system or facility, trial new processes and supervise staff within an aquaculture environment.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan operation and maintenance of a recirculating aquaculture system	1.1 Confirm operations, maintenance or design or upgrade specifications in the culture or holding system or facility with senior personnel 1.2 Draw up work plans or schedules, order materials and arrange labour and appropriate equipment according to specifications and in consultation with senior personnel 1.3 Check raw and prefabricated materials against delivery manifest or specifications 1.4 Prepare worksite according to specifications, and secure for safety or loss prevention 1.5 Assess potential risks, including environmental and water quality parameters for the cultured or held stock, and prepare contingency plans 1.6 Brief staff members on work objectives relevant to the site, equipment being used and type of maintenance or upgrade activities 1.7 Quantify costs and confirm budget with senior personnel
2. Implement operations, maintenance or upgrade program	2.1 Implement work plan to minimise disruption to workplace operations and stress to cultured or held stock 2.2 Monitor progress of maintenance or upgrade program against the work plan, and adjust for unforeseen circumstances 2.3 Confirm availability of required materials, resource and supply provisions, and labour 2.4 Anticipate, avoid or minimise hazards and environmental implications and other potential problems through contingency planning
3. Monitor operations, maintenance or upgrade activities	3.1 Monitor operations, maintenance or upgrade activities and component or system performances against maintenance or upgrade plan 3.2 Monitor costs within workplace budget requirements 3.3 Give feedback to staff members on work progress and performance 3.4 Prepare records or reports to management on project progress 3.5 Check and ensure that the maintained or upgraded system or facility fits maintenance or design specifications, is operable and complies with biosecurity regulatory requirements

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.6 Check budget for operations, maintenance or upgrade, and report major discrepancies to senior personnel
4. Finalise and review operations, maintenance and upgrade activities	4.1 Supervise clean-up of work area, including repairs and storage of equipment 4.2 Record relevant operations, maintenance and upgrade data, observations or information, and check any abnormal records 4.3 Prepare required reports for senior personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret operational and maintenance schedules and workplace procedures • Interpret equipment manufacturer specifications and operating instructions • Analyse design plans to determine requirements
Writing	• Write reports using workplace format, technical information and data
Numeracy	• Calculate and estimate volumes, measurements and quantities of inputs and outputs of liquids, gases and solids • Estimate and calculate resource costs, and reconcile against budget
Oral communication	• Participate in verbal exchanges to report and present information and provide feedback to a range of personnel
Navigate the world of work	• Work independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to work area
Get the work done	• Plan and coordinate multiple and relatively complex activities and resources to achieve work outcomes • Use systematic processes to assess options that take into consideration a range of relevant factors and make improvements to a system or facility using high technology water treatment components

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU410 Implement a program to operate, maintain or upgrade a recirculating aquaculture system Release 2	SFIAQU410 Implement a program to operate, maintain or upgrade a recirculating aquaculture system Release 1	Minor update to performance criteria and performance evidence for clarity referencing biosecurity regulations	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU410 Implement a program to operate, maintain or upgrade a recirculating aquaculture system

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned and implemented a program to operate, maintain or upgrade a recirculating aquaculture system on at least one occasion, including:

- documenting a work plan for the operations, maintenance or upgrade of the system that includes contingency plans and resources and labour requirements
- monitoring the operations, maintenance or upgrade for the system against work specifications and plan, ensuring it complies with biosecurity regulatory requirements
- effectively communicating information about operations, maintenance or upgrades to the work team and senior personnel
- maintaining accurate records and reports on progress and budget.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant legislative requirements relating to recirculating aquaculture systems
- approaches to coordinating operations
- impacts of inputs on systems and component operation and on maximum operation loads
- requirements for record-keeping, data collection and analysis
- forward planning and risk management for events, such as blackouts, brownouts and equipment breakdowns
- importance of optimised production to achieve sound economic outcomes

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- mechanical and technical aspects of recirculation systems, including energy use, mass balance, water hydraulics and flow, and pumps and pipe work
- monitoring basic and advanced environmental and water quality parameters.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - recirculating aquaculture system to be maintained or upgraded
- specifications:
  - documentation relevant to the operations, maintenance or upgrade program, including design specifications for the components, system or facility to be maintained or upgraded
  - workplace forms and recording technology
- relationships:
  - evidence of interactions with senior personnel and staff.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU411 Develop and implement a stock health program

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to review, develop and implement a program and work procedures for maintaining the health of stock.

The unit applies to individuals who have planning responsibilities for an aquaculture stock health program and who supervise the work of others.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather information for a stock health program	1.1 Interpret and review stock health management plan and stock production, and confirm objectives with senior personnel 1.2 Identify locally prevalent health problems and note potential exotic pests, predators and diseases, especially those with significant

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	economic impact 1.3 Investigate current industry husbandry practices that prevent and control health problems
2. Develop health program for cultured or held stock	2.1 Select control measures that aim to prevent the introduction of pests, predators and diseases to the facility 2.2 Select control measures that protect filter feeding stock from contamination or other stock from pests, predators or diseases 2.3 Develop routines for health treatment of stock according to current veterinary principles 2.4 Develop a yearly calendar of health management operations according to overall stock production program and stock health management plans 2.5 Assess options for mechanisation or automation of process or activity, including the use of new or emerging technology and, if required, specialised contract services 2.6 Make recommendations to senior personnel based on research and/or consultation
3. Implement a stock health program	3.1 Communicate stock health program and establish roles and responsibilities to all involved 3.2 Establish and communicate workplace procedures for the use of therapeutic chemicals and biological agents that ensure personal safety and environmental protection to staff 3.3 Monitor stock health program for effectiveness, and modify accordingly to meet program objectives 3.4 Meet legal requirements and regulations relating to stock health management

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Research and interpret a range of textual and numeric information relevant to stock health management to determine required actions
Writing	• Prepare and logically structure components of the stock health plan • Make edits and changes to update the stock health plan documentation
Oral communication	• Participate in verbal exchanges to report and present information and provide feedback to a range of personnel
Numeracy	• Calculate medication and chemical quantities for specific treatment and prevention activities • Confirm appropriateness of dose rates calculated by other staff • Calculate resources required for stock health plan for a period of time

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU411 Develop and implement a stock health program	SFIAQU401 Develop and implement a stock health program	Minor change to performance criteria, performance evidence and knowledge evidence for clarity regarding the use of technology	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU411 Develop and implement a stock health program

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and implemented a stock health program, including:

- researched and reported to management on treatment or prevention options in consideration of economic, regulatory, environmental and safety factors
- established control measures and workplace plans and procedures covering all aspects of stock health
- communicated details of the stock health program to staff
- monitored effectiveness and legal requirements of stock health program and activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose of stock health programs
- areas of vulnerability for cultured or held stock to pests, predators and diseases
- welfare requirements of cultured or held stock
- ecology and behaviour of:
  - pests and predators
  - disease agents
  - species
- key requirements of legislation and regulations relating to:
  - animal welfare and health care
  - use of chemicals and other disease treatments or control methods
  - biosecurity and food safety related to stock health
- interaction between stock, the environment and disease agents in the development and treatment or control of disease

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- costs of chemicals and other disease treatment or control methods
- workplace procedures used for disease control and prevention in cultured or held stock
- processes and technology used to develop and monitor operation plans and workplace procedures.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - stock health management plan and stock information for a functional aquaculture facility
- specifications:
  - workplace procedures relating to stock health and/or developing programs
- relationships:
  - interactions with relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU412 Operate aquabotic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to operate aquabotic technology.

The unit applies to individuals who operate aquabotic technology for aquatic processes.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to operate aquabotic technology	1.1 Determine activity to be undertaken and identify potential hazards and risks, workplace health and safety standards and aquaculture legislation that may apply 1.2 Identify the operational features of the aquabotic technology and its use in aquatic processes

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Conduct aquabotic technology routine pre-operational checks
2. Operate aquabotic technology	2.1 Conduct start-up procedures according to workplace practices 2.2 Operate aquabotic technology using appropriate operational features to meet aquatic operational processes according to manufacturer specifications and workplace health and safety standards 2.3 Maintain aquabotic technology position within the range and level of exposure to prevailing and anticipated environmental conditions 2.4 Monitor aquabotic technology for performance with regard to activity requirements and environmental conditions 2.5 Identify environmental and biosecurity implications associated with use of aquabotic technology, and undertake processes to minimise impact 2.6 Monitor hazards and risks continually and ensure safe use of technology
3. Complete use of aquabotic technology	3.1 Complete the use of aquabotic technology and conduct shutdown procedures 3.2 Perform routine operational servicing and minor maintenance of technology according to manufacturer specifications 3.3 Clean and store aquabotic technology in line with workplace procedures 3.4 Identify and report faults, irregular performance or damage according to workplace procedures 3.5 Document findings following the use of aquabotic technology

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Identify and interpret relevant manufacturer specifications
Writing	• Record aquabotic technology performance with appropriate

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Skill	Description
	technical detail

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU412 Operate aquabotic technology	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU412 Operate aquabotic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has operated aquabotic technology in aquatic processes on at least two occasions.

In doing the above, there must also be evidence that the individual has:

- identified operational features and hazards while using aquabotic technology
- monitored the use of aquabotic technology
- performed fault finding
- complied with manufacturer specifications, workplace health and safety standards and workplace policies.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- aquatic operational processes:
  - underwater survey missions
  - environmental and compliance monitoring
  - stock locations
  - observational studies
  - offshore structure cleaning
  - vessel hull inspection
  - net inspection and repair
  - net cleaning
- the general features and capabilities of aquabotic technology, including:
  - video cameras
  - robotic arms

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  - high-torque motors
  - live remote control and data sharing
  - configurable sensor suite to measure depth, temperature, orientation and global positioning system (GPS)
  - battery life
  - lighting
  - computer systems
- position fixing
- relevant manufacturer specifications
- aquatic workplace health and safety standards
- aquabotic technology environmental and biosecurity impacts
- state, territory and national legislation and regulations relevant to aquaculture.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquatic setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to aquabotic technology
- specifications:
  - access to relevant manufacturer specifications.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU413 Maintain aquabotic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to maintain new aquabotic technology.

The unit applies to individuals who are responsible for the maintenance of aquabotic technology for aquatic processes.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Undertake routine checks of aquabotic technology	1.1 Inspect aquabotic technology prior to use and according to workplace maintenance schedules to ensure all aquabotic operational features are operating effectively 1.2 Conduct safety checks according to manufacturer specifications

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and safety requirements 1.3 Interpret and record results of routine aquabotic technology checks 1.4 Document the condition of aquabotic technology, incorporating features and capabilities according to workplace processes 1.5 Identify faults and irregularities and report to appropriate personnel
2. Attend to minor maintenance and repairs	2.1 Diagnose maintenance and repair requirements following aquabotic technology inspection 2.2 Select tools and resources required to complete the maintenance requirements according to manufacturer specifications 2.3 Conduct the maintenance and repair work following manufacturer specifications, workplace health and safety standards and workplace policies 2.4 Determine who to report faults to outside scope of own expertise
3. Document maintenance and report activity	3.1 Record maintenance and repair activities in the required workplace format 3.2 Notify appropriate personnel about faults rectified and/or relevant details about the performance of aquabotic technology

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Identify and interpret relevant manufacturer specifications
Writing	• Record aquabotic technology performance with appropriate technical detail
Oral communication	• Report on maintenance activity with appropriate technical detail to relevant personnel

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU413 Maintain aquabotic technology	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU413 Maintain aquabotic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted maintenance or repairs of aquabotic technology on at least two occasions.

In doing the above, there must also be evidence that the individual has:

- identified hazards
- diagnosed technical issues
- followed manufacturer specifications, workplace health and safety standards and workplace policies
- ensured aquabotic technology features operate effectively.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- equipment and vehicles associated with aquabotic technology:
  - autonomous underwater vehicle (AUV)
  - remotely operated vehicle (ROV)
  - new and emerging aquabotic technology
- the operational features and capabilities of aquabotic technology, including:
  - video cameras
  - robotic arms
  - high-torque motors
  - live remote control and data sharing
  - configurable sensor suite to measure depth, temperature, orientation and global positioning system (GPS)
  - battery life

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  - lighting
  - computer systems
- relevant manufacturer specifications
- aquatic workplace health and safety standards
- fault/irregularity and maintenance reporting processes
- resources required for the maintenance of aquabotic technology:
  - tools
  - cleaning material
  - spare parts
  - cables.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquatic setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - aquabotic technology
- specifications:
  - relevant manufacturer specifications.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU414 Investigate the use of new or emerging aquatic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to investigate the use of new or emerging aquatic technology or equipment that has been tested.

The unit applies to individuals who are responsible for the application and use of new or emerging technology for aquatic work processes.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Present new or emerging technology	1.1 Access the workplace records of new or emerging aquatic technology test results 1.2 Review how the operational features of the proposed new or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	emerging technology can be used to improve workplace aquatic operational processes 1.3 Present test results, appropriate manufacturer specifications and workplace health and safety standards to relevant personnel and operators 1.4 Outline equipment upgrading requirements when the new technology is introduced 1.5 Consider risks and hazards, including environmental considerations, and outline troubleshooting processes to mitigate risk factors
2. Discuss the use of new or emerging technology	2.1 Discuss considerations, processes and implementation timelines of new or emerging technology with appropriate personnel to determine benefits and limitations relating to workplace operations and procedures, 2.2 Determine the need for operator training of new or emerging aquatic technology 2.3 Promote the use of new or emerging aquatic technology to relevant personnel
3. Evaluate the uses of new or emerging technology	3.1 Determine how new or emerging aquatic technology will be used to support workplace goals and workplace health and safety standards 3.2 Document new technology uses according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Identify and interpret relevant manufacturer specifications
Writing	• Record test results with appropriate technical detail
Oral communication	• Use appropriate technical terminology to communicate technological requirements

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU414 Prepare for the use of new or emerging aquatic technology	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU414 Investigate the use of new or emerging aquatic technology

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has prepared for the use of new or emerging aquatic technology on at least two occasions.

In doing the above, there must also be evidence that the individual has:

- complied with manufacturer specifications, workplace health and safety standards and workplace requirements
- determined benefits and limitations of new or emerging aquatic technology
- consulted effectively with relevant personnel
- conducted trouble shooting to mitigate risk factors.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- developments in aquatic operational processes
- new or emerging aquatic technology, including:
  - feed technology
  - high-energy sites
  - real time systems
  - digital devices
  - smart systems
- risk control procedures relating to new or emerging aquatic technology
- troubleshooting processes
- operator training needs related to the introduction of new or emerging technology
- communication methods for the promotion of new or emerging technology

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- environmental considerations of new or emerging aquatic technology
- relevant manufacturer specifications
- aquatic workplace health and safety (WHS) standards.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquatic processing setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - new or emerging aquatic technology
- specifications:
  - relevant manufacturer specifications
- relationships:
  - access to relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU415 Operate ROVs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to operate underwater remotely operated vehicle (ROV) technology.

The unit applies to individuals who operate underwater aquatic ROV technology processes.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan the use of an ROV	1.1 Determine the dive task, the suitability and the conditions of the dive site and whether the conditions are suitable for the use of an ROV 1.2 Assess personnel skill level requirements and whether the personnel available are sufficiently trained for vessel management, piloting, tether handling, vehicle maintenance, recording data or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	controlling an inspection 1.3 Consider the general features and capabilities of the designated ROV for the task requirement and conditions
2. Prepare to operate ROV technology	2.1 Determine activity to be undertaken and the available launch method 2.2 Identify potential hazards and risks and workplace health and safety standards 2.3 Identify the operational features of the ROV technology and its use in aquatic operations 2.4 Conduct ROV technology routine pre-operational checks 2.5 Determine how the site conditions will affect the dive task
3. Use ROV technology	3.1 Conduct pre-check and start-up procedures according to workplace practices 3.2 Operate ROV technology to meet activity requirements according to manufacturer specifications and aquatic health and safety standards 3.3 Maintain ROV technology position within the range and level of exposure to prevailing and anticipated environmental conditions 3.4 Manage the tether effectively according to environmental conditions 3.5 Monitor ROV technology for performance with regard to activity requirements and conditions 3.6 Identify environmental and biosecurity implications associated with use of ROV technology, and undertake processes to minimise impact 3.7 Continually monitor hazards and risks and ensure safe use of technology
4. Complete use of ROV technology	4.1 Establish return and communicate intentions with the tether handler and/or vessel coxswain 4.2 Locate the tether and follow it to the return position while taking the tether in and ensuring to take out the tether turns 4.3 Surface and power down, disarming after the vehicle is secure, and recover to deck or shore 4.4 Rinse with freshwater and carry out post-dive checks and maintenance according to manufacturer specifications

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.5 Store ROV technology in line with workplace procedures 4.6 Identify and report faults, irregular performance or damage according to workplace procedures 4.7 Document findings following the use of ROV technology

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Identify and interpret relevant manufacturer specifications
Writing	• Record ROV technology performance with appropriate technical detail
Oral communication	• Communicate effectively and directly using appropriate technological terminology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU415 Operate ROVs	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU415 Operate ROVs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has operated remotely operated vehicle (ROV) technology in aquatic processes on at least four occasions.

In doing the above, there must also be evidence that the individual has:

- identified hazards and controlled risks
- monitored the use of ROV technology
- observed manufacturer specifications, workplace health and safety standards and biosecurity implications.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- suitability of the shore or vessel launch method
- ROV suitability for task and conditions
- ROV dive processes
- tether management
- the general features and capabilities of ROV technology and auxiliary equipment
- ROV care and maintenance processes
- operation of position fixing equipment and methods
- relevant manufacturer specifications
- aquatic health and safety standards
- environmental and biosecurity impacts of ROVs
- risk and hazards associated with the use of ROV technology
- aquatic operational processes, including:
  - visual indication of stock concentration
  - underwater survey missions
  - observational studies

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  - offshore structure cleaning
  - vessel hull inspection
  - net inspection and repair
  - net cleaning
- personnel skill level requirements.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquatic setting
- resources, equipment and materials:
  - ROV technology
- specifications:
  - relevant manufacturer specifications.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU501 Develop a stock nutrition program

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan, develop and improve a stock nutrition program for aquaculture. It includes the ability to assess nutritional requirements in a cost-effective manner, research process improvements, monitor the nutrition program and take corrective action when required

This unit applies to individuals who have technical and/or management responsibilities for stock in an aquaculture facility.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan a stock nutrition program	1.1 Determine daily and seasonal nutritional requirements of cultured or held stock from published data on species, research programs, historical records, industry practice and workplace procedures 1.2 Research and identify benefits of mechanisation or automation of process or activity and the use of specialised contract services 1.3 Develop a plan to ensure adequate nutrition is provided to achieve

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	appropriate stock condition in line with workplace production plan 1.4 Ensure plan responds to different nutrition requirements during a range of conditions over the growing cycle of stock 1.5 Determine most cost-effective approach to apply required nutrients 1.6 Research selected foods in nutrition plan to identify and minimise risk of adverse side effects on stock or stock culture or holding environment 1.7 Document nutrition plan and communicate to supervisors and management
2. Monitor and improve the stock nutrition program	2.1 Monitor implementation of program by stock-testing to ensure requirements of workplace production plan are achieved 2.2 Monitor and review nutrition program to ensure it remains responsive to changing conditions 2.3 Test new feeds or formulations and introduce into nutrition program in line with workplace practices 2.4 Identify shortcomings in program and implement appropriate courses of action 2.5 Document remedial action taken and report to management

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Researches and analyses technical information from a range of sources • Interprets workplace plans, schedules and documentation
Writing	• Documents reports and plans using clear language and appropriate format • Updates and modifies documentation accurately
Numeracy	• Completes statistical analyses of data • Determines cost-effectiveness of stock nutrition program

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Skill	Description
	• Applies formulas to stock feed requirements
Oral communication	• Participates in verbal exchanges to convey and explain information clearly using language appropriate for the audience
Navigate the world of work	• Works independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to stock nutrition
Interact with others	• Selects and uses appropriate communication protocols and conventions when seeking or sharing information with others
Get the work done	• Gathers relevant information, identifies options, and trials and evaluates new processes and potential improvements to stock nutrition program • Uses key features and functions of workplace digital systems and tools to access, organise, and analyse information relevant to stock nutrition

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU501 Develop a stock nutrition program	SFIAQUA501C Develop a stock nutrition program	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU501 Develop a stock nutrition program

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed a stock nutrition program for aquaculture on at least one occasion, including:

- analysing data and information to make improvements to the stock nutrition program
- testing new feeds or formulations for inclusion in nutrition program
- conveying information on nutrition program to management for implementation
- documenting a cost-effective stock nutrition program
- monitoring and making improvements to the stock nutrition program.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- feeding behaviour of aquaculture stock
- feed preparation and delivery methods
- workplace feeding strategy, including macro- and micro-elements
- nutritional requirements and nutriment uptake of specific stock
- sources of stock nutriments
- features of nutrient cycling
- nutriment deficiency or toxicity symptoms in specific stock species
- relationship between environmental and water conditions and nutriment availability to stock
- options for mechanisation or automation of process or activity
- options for use of specialised contract services.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - research materials relating to stock nutrition
  - stock to monitor and test new feeds and formulations
  - stock feed
  - testing and monitoring equipment
  - technology for researching, recording and documenting stock nutrition data and information
- relationships:
  - evidence of interactions with management personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU502 Develop and implement an aquaculture breeding strategy

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop and implement a breeding strategy. It includes the ability to determine breeding objectives, establish a broodstock or progeny selection criteria and assess the effectiveness of the program.

This unit applies to individuals who have responsibility for the technical and management requirements of the breeding facility and program for an aquaculture workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine breeding objectives	1.1 Determine breeding strategy requirements in consideration of capacity of facility, relevant characteristics of cultured or held stock, and marketing and production plans 1.2 Interpret and use breeding and production records as the basis for

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	breeding strategy 1.3 Assess economic feasibility of breeding objectives 1.4 Determine selection aims or goals according to workplace or customer requirements
2. Determine and apply selection criteria	2.1 Determine visual and objective methods of good stock selection 2.2 Establish criteria for female and male selection 2.3 Cull broodstock that fail to meet selection 2.4 Identify broodstock and genetic material and send samples for analysis by external laboratory, in line with workplace practices 2.5 Assess genetic and disease implications from results received
3. Manage the breeding program	3.1 Manage breeding facilities to meet veterinary guidelines and broodstock requirements 3.2 Implement broodstock maturation or spawning treatments according to workplace procedures 3.3 Determine fertilisation and progeny rearing strategy according to breeding objectives 3.4 Identify stock for sale according to breeding strategy and legislative and permit requirements 3.5 Select replacement broodstock according to breeding strategy
4. Review the breeding program	4.1 Research mechanisation or automation of process or activity, including the use of specialised contract services, and make recommendations to management 4.2 Analyse data from stock selection and sales to evaluate success of breeding program against breeding strategy and objectives 4.3 Update breeding plan to detail procedures for changes in breeding objectives 4.4 Inform personnel on implementation of breeding plan

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Researches and analyses technical information from a range of sources • Interprets laboratory reports and workplace documentation
Writing	• Records and compiles accurate and detailed stock records • Documents reports and plans using clear language and agreed formats
Numeracy	• Analyses statistical breeding data and laboratory reports • Calculates percentage per proportion of sexes used, and traits passed on to progeny • Analyses financial information and trends in sales
Oral communication	• Participates in verbal exchanges to convey and explain information clearly using language appropriate for the audience
Navigate the world of work	• Works independently and collectively within broad parameters taking responsibility for plans, decisions and outcomes relating to breeding stock
Interact with others	• Selects and uses appropriate communication protocols and conventions when seeking or sharing information with others
Get the work done	• Uses systematic, analytical processes to identify and solve problems and make decisions relating to stock breeding program • Uses workplace digital systems and tools to access, organise and analyse information relevant to stock breeding program

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU502 Develop and implement an aquaculture breeding strategy	SFIAQUA502C Develop and implement an aquaculture breeding strategy	Updated to meet Standards for Training Packages Amendments to elements and performance criteria for clarity	Equivalent unit

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Links

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Assessment Requirements for SFIAQU502 Develop and implement an aquaculture breeding strategy

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and implemented an aquaculture breeding strategy on at least one occasion, including:

- establishing the breeding objectives based on a review of facility records and plans
- designing, trialling and documenting breeding programs, including:
  - selecting desired traits and genetic material
  - selecting suitable female and male broodstock
- developing a plan to implement the program
- assessing effectiveness of strategy
- reporting outcomes to a range of personnel.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- assessment criteria to determine the effectiveness of breeding processes
- basic principles of genetics relevant to breeding program
- breeding and lifecycle biology of cultured or held stock
- breeding strategy, techniques and programs that maximise genetic gain
- economic assessment techniques of production characteristics
- genetic development in stock
- risks associated with breeding program
- options for mechanisation or automation of process or activity
- options for use of specialised contract services.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - broodstock handling facility
  - broodstock and genetic material
  - technology for researching, recording and documenting information
- specifications:
  - data relating to breeding program
- relationships:
  - evidence of interactions with senior personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU503 Establish an aquaculture facility

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to establish an aquaculture business initiative. It includes the ability to define the business opportunity and operational requirements and coordinate development of the facility or worksite.

This unit applies to individuals who have technical and management responsibility for starting up or expanding an aquaculture business operation.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define facility requirements	1.1 Define target market opportunity or business need based on appropriate evidence, industry practice and analysis 1.2 Select species, culture technology and size of operation based on analysis 1.3 Research mechanisation or automation of process or activity and the use of specialised contract services if required

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify legal requirements impacting on a proposed facility
2. Choose a worksite	2.1 Scan property market purchase or leasing possibilities 2.2 Enter into contractual arrangements based on legal requirements and business plan
3. Develop a worksite plan	3.1 Incorporate features of the site into worksite plan to allow most effective construction program 3.2 Draw up construction plan, including budget and work schedule, in consultation with senior personnel 3.3 Obtain relevant building or development permits or approvals
4. Coordinate construction	4.1 Organise appropriate labour, materials and resources and carry out construction according to construction work plan and drawings 4.2 Monitor contractors, consultants and construction work against drawings and work plans, and negotiate deviations and emerging issues 4.3 Commission site, ensuring all systems are operational according to plans and permits or approvals

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Researches and analyses technical information from a range of sources • Interprets business and legal documentation • Interprets specifications and drawings
Writing	• Prepares plans using appropriate format and clear language
Numeracy	• Calculates costs and reconciles against schedules and plans • Quantifies labour, material and resource requirements
Oral communication	• Participates in complex verbal exchanges to convey and explain information clearly using language appropriate for the audience

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Skill	Description
Navigate the world of work	• Works independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to new facility • Understands legislative and regulatory requirements, with specific reference to business establishment, and planning and building requirements, recognising problems that have the potential to become legal issues and taking steps to address them before they escalate
Interact with others	• Negotiates and liaises collaboratively with a range of personnel working on the new facility, influencing direction and taking a leadership role on occasion
Get the work done	• Uses workplace digital systems and tools to access and analyse costs, data and information relevant to the aquaculture facility

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU503 Establish an aquaculture facility	SFIAQUA503C Establish an aquacultural enterprise	Updated to meet Standards for Training Packages Revised unit title	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU503 Establish an aquaculture facility

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has identified and planned the establishment of an aquaculture facility on at least one occasion, including:

- developing a business plan that establishes the proposed target market, species, size of operation, resources and legal requirements
- developing a worksite plan based on the identification of efficient worksite that is fit for purpose
- developing a construction and work plan that incorporates budget, coordination of resources, contractors and building permits and approvals.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- species options and business market and demand
- options for technology, site and size of operation
- benefits and limitations of options for mechanisation or automation of process or activity
- features of site plans, specifications and working drawings
- laws and regulations relating to facility operations
- key features of buying or leasing contracts
- key principles of project and budget management
- building laws and regulations for proposed worksite
- options for management and employment of contractors and consultants.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - technology for researching and documenting information
- specifications:
  - budget
  - business plan
  - worksite plan and specifications
- relationships:
  - evidence of interactions with external personnel and contractors.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU504 Plan and implement environmentally sustainable aquacultural practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop an environmental management strategy that involves researching, planning and implementing effective practices for waste management, energy and water conservation, and managing wildlife.

This unit applies to individuals who have specialised knowledge and technical and/or managerial responsibility for planning and implementing environmentally sustainable strategies, systems and practices within an aquaculture setting.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Research environmental strategies	1.1 Assess environmental and aesthetic values of workplace location 1.2 Assess strategies for their effectiveness in reducing environmental impacts on the workplace, including ongoing reduction of waste, energy use, water efficiency and adverse impacts with wildlife and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	other resource users and uses 1.3 Obtain professional assistance appropriate to complexity of task and financial risk involved, and consult appropriate bodies 1.4 Research mechanisation or automation of process or activity, including use of specialised contract services, in line with workplace practices
2. Prepare environmental management plan	2.1 Design environmental management plan based on risk identification and mitigation procedures 2.2 Incorporate requirements of business plan, production plan and other planning parameters in the environmental management plan, ensuring it is achievable with workplace resources and budget 2.3 Identify and allocate financial and other resources for environmental management within workplace 2.4 Ensure environmental management strategies comply with legislative requirements and are incorporated into risk mitigation procedures 2.5 Identify and address any community concerns in the development of strategies 2.6 Develop and document water quality and ongoing environmental monitoring plans, and communicate areas of responsibility to staff 2.7 Incorporate newly available technologies into environmental management strategies if practicable and feasible
3. Establish a waste management system	3.1 Identify wastes and outputs for inclusion in waste water management system 3.2 Collect, treat and store waste water and re-use as part of management system 3.3 Obtain materials and consumables used by workplace, from recycled or re-useable materials in quantities that result in packaging and waste reduction 3.4 Use composting, shredding, re-using and recycling according to workplace procedures 3.5 Identify waste disposal contractors, negotiate terms and award business according to environmental management plan 3.6 Monitor performance of contract and take action where variance is identified

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Conserve energy resources	4.1 Manage and operate machinery efficiently to reduce fuel usage and emissions or discharges 4.2 Source energy used for heating, cooling, lighting and operation of remote appliances from alternative sources where appropriate and available 4.3 Design buildings and structures, taking into consideration the use of passive energy for lighting, heating and shelter
5. Conserve water resources	5.1 Manage water to optimise its use according to the environmental management plan 5.2 Minimise contamination with chemicals and wastes through sound utilisation strategies 5.3 Use settlement ponds, effluent treatment works and waste reduction processes appropriately
6. Minimise adverse interactions with wildlife and other resource users	6.1 Identify and assess potential interactions with wildlife and other resource users for adverse impacts 6.2 Develop strategies to mitigate adverse interactions
7. Undertake an environmental audit	7.1 Complete environmental audit, taking into consideration all relevant factors 7.2 Prepare reports according to workplace, customer and legal requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Researches and analyses technical information from a range of sources • Interprets business and legal requirements in documentation
Writing	• Prepares plans and audit reports using appropriate format, clear language and correct technical terminology

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Skill	Description
Numeracy	• Measures waste and water and energy usage to calculate efficiencies • Quantifies resource costs relevant to environmental management plan • Assesses financial risk
Oral communication	• Participates in verbal exchanges to convey and explain information clearly using language appropriate for the audience
Navigate the world of work	• Understands legislative and regulatory requirements and recognises problems that have the potential to become issues, taking steps to address them before they escalate
Interact with others	• Liaises collaboratively with a range of personnel both internal and external to the workplace
Get the work done	• Uses systematic, analytical processes to identify and solve problems and make decisions relating to environmentally sustainable aquaculture practices • Uses workplace digital systems and tools to access, organise and analyse data and information relevant to environmentally sustainable aquaculture practices

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU504 Plan and implement environmentally sustainable aquacultural practices	SFIAQUA504C Plan environmentally sustainable aquacultural practices	Updated to meet Standards for Training Packages Revised unit title to better reflect outcomes Element divided for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU504 Plan and implement environmentally sustainable aquacultural practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned for the implementation of environmentally sustainable aquacultural practices for an aquaculture facility on at least one occasion, including:

- researching and assessing the effectiveness of environmentally sustainable strategies and resource requirements for the facility
- developing an environmental management plan based on risk assessment and allocated resources, which includes strategies for implementing environmentally sustainable practices for:
  - conserving energy resources
  - managing water use
  - minimising waste
  - minimising adverse interactions with wildlife
- reviewing and reporting on the environmental management plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- environmental control standards relevant to aquaculture practices
- legislative requirements relevant to environmentally sustainable aquaculture practices
- environmental risk identification and reduction
- principles of composting and waste management
- principles of integrated and sustainable agriculture and aquaculture systems
- features of antibiotic, pesticide and herbicide resistance
- effect of effluent on plants, animals and environment

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- principles of energy flows and food webs
- key features of land and drainage catchment and coastal processes
- impact of noise, dust, odour and light control on aquaculture operations
- principles of nutrient cycling
- options for mechanisation or automation of process or activity
- soil testing processes and procedures and results interpretation
- options for use of specialised contract services.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - workplace business, operational and financial information
  - technology for researching and documenting information
- relationships:
  - evidence of interactions with relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU505 Plan stock health management

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan stock health management, including identifying and researching stock health issues, documenting management options, and implementing and monitoring the plan.

This unit applies to individuals who have specialised knowledge and technical and/or management responsibilities for stock health management in an aquaculture setting.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop a stock health management program	1.1 Identify stock health issues from published data, historical records and industry consultation 1.2 Define management options relative to desired quality, quantity and productivity requirements of marketing and production plans 1.3 Develop stock health plan based on workplace procedures and specific responsibilities of operational elements to achieve required

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	outcomes 1.4 Research and incorporate mechanisation or automation of process or activity and the use of specialised contract services as required
2. Develop a stock monitoring program	2.1 Select monitoring methods, taking into account production, marketing, seasonal and environmental influences on stock health 2.2 Define procedures and specific responsibilities of operational elements to achieve required outcomes in monitoring plan 2.3 Communicate plan and establish systems to assess if required outcomes are achieved 2.4 Seek professional assistance as required in line with workplace practices

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Researches and analyses technical information relating to stock health issues from a range of sources • Interprets and analyses monitoring data
Writing	• Prepares plans and procedures using appropriate format, clear language and correct technical terminology
Numeracy	• Calculates the cost-benefit of various treatment and prevention options
Oral communication	• Participates in verbal exchanges to convey and explain information clearly using language appropriate for the audience
Navigate the world of work	• Works independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to stock health management
Interact with others	• Selects and uses appropriate communication protocols and conventions when sharing information with others and seeking specialist advice on stock health management
Get the work done	• Uses systematic, analytical processes to identify and solve

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Skill	Description
	problems and make decisions relating to stock health management • Uses workplace digital systems and tools to access, organise and analyse information relevant to stock health management

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU505 Plan stock health management	SFIAQUA505C Plan stock health management	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU505 Plan stock health management

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned for stock health management of an aquaculture facility on at least one occasion, including:

- developing a plan that defines stock health management strategies based on research of stock health issues and facility objectives
- establishing workplace procedures to support the implementation of the stock health management plan
- developing a monitoring system to measure the achievement of the stock health management plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- strategies and approaches for managing aquatic stock health
- strategies and procedures for management of:
  - environmental (non-pathogenic) diseases
  - pests, predators and diseases
- biosecurity in the context of health management
- limitations and benefits of options for mechanisation or automation of process or activity
- options for use of specialised contract services.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - technology for researching and documenting information
- specifications:
  - workplace operational and financial information needed to develop stock health management plan.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU506 Manage an aquaculture research trial

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to conceptualise, develop, implement and manage an aquaculture research trial.

This unit applies to individuals who have technical and/or management responsibilities for making improvements to aquaculture operations.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop a research trial	1.1 Identify and document aquaculture problem or opportunity 1.2 Consult and inform relevant staff and management about the problem or opportunity 1.3 Develop a central hypothesis or research trial question 1.4 Develop the experimental design according to accepted scientific principles and statistical validity 1.5 Engage external experts to assist in experiment design in line with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	workplace practices
2. Plan farm research trial	2.1 Identify materials and infrastructure for research trial 2.2 Develop a budget for research trial 2.3 Present experimental design, materials, infrastructure and budgets to management and relevant staff 2.4 Ensure procedures for research trial meet health and safety and environmental requirements
3. Conduct research trial procedures	3.1 Communicate monitoring procedures for research trial to relevant staff 3.2 Apply all treatments in the agreed experimental design to corresponding replicates 3.3 Gather and collate data generated in the agreed experimental design 3.4 Check research trial infrastructure for faults according to workplace procedures 3.5 Record and report general observations to the manager
4. Record and analyse relevant data	4.1 Record data gathered from research trial in an agreed format 4.2 Analyse data using an appropriate analytical tool and assistance from external expert
5. Present research trial findings	5.1 Compile and format research trial findings according to the communications strategy within documented trial plan 5.2 Communicate findings to relevant staff and other stakeholders according to the communications strategy on research trial 5.3 Seek feedback from relevant staff and other stakeholders about potential implementation of positive results and recommendations from the research trial

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets and extracts comprehensive and complex information from a range of technical and scientific sources
Writing	• Prepares proposals and presentations using workplace formats and language appropriate for the purpose • Records and maintains trial data and observations
Numeracy	• Compiles data and completes a statistical analysis to determine trial trends and outcomes
Oral communication	• Participates in verbal exchanges using clear and concise language to convey and clarify technical information • Uses active listening and questioning techniques to elicit the views and opinions of others
Navigate the world of work	• Works independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to the research trial • Understands how own role contributes to broader workplace goals and business operations
Interact with others	• Liaises and consults collaboratively with others, taking initiative to seek advice, explore issues and present recommendations relevant to the research trial • Selects and uses appropriate communication protocols and conventions when seeking information and sharing information with others
Get the work done	• Plans, schedules and coordinates multiple research trial activities and resources, monitoring actions against stated goals, and adjusting plans and resources to cope with contingencies • Uses workplace digital systems and tools to access, record, analyse and present information and data relevant to farm-based aquaculture research trial

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU506 Manage an aquaculture research trial	Not applicable	New unit	No equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU506 Manage an aquaculture research trial

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and managed an aquaculture research trial on at least one occasion, including:

- developing research question and experiment design parameters for the research trial
- allocating resources for the research trial
- conducting and testing research methodologies and outcomes
- communicating effectively about the goals, procedures and outcomes of the research trial
- recording and analysing data using a reliable tool
- documenting research findings and outcomes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key principles of experimental and scientific design processes
- sources of advice and expertise relevant to research trial
- types and methods of statistical analyses
- methods and formats for reporting research outcomes and recommendations
- operation, maintenance and calibration of monitoring equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture facility or an environment that accurately represents workplace conditions
- resources, equipment and materials:

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  - materials and resources to support the research trial
  - monitoring equipment to collect data
  - technology for collating, analysing and presenting data and information
- specifications:
  - access to health and safety and environmental policies and legislation relating to aquaculture operations
- relationships:
  - access to personnel for advice and expertise relevant to research trial.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU508 Plan and design stock culture or holding systems and structures

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and design stock culture or holding systems and structures. It includes the ability to determine design, resource and budget requirements.

This unit applies to individuals who have specialised knowledge and technical and/or management responsibility for stock culture or holding systems and structures for an aquaculture facility or workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine appropriate location or orientation	1.1 Determine type of culture or holding structure or system to ensure appropriate environment is provided for cultured or held stock

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Determine numbers of structures to ensure stock is available in sufficient quantity at harvest 1.3 Design, locate and orientate water use and culture or holding structure or system to make the best use of water resources 1.4 Research and consider mechanisation or automation of process or activity, including the use of specialised contract services 1.5 Document design calculations and construction specifications for required work 1.6 Identify and protect environmentally sensitive areas and land degradation according to legislative requirements
2. Design culture or holding structures and systems	2.1 Design individual culture or holding structures to provide optimal conditions for stock 2.2 Consider all production inputs and culture or holding activities in design of systems 2.3 Select construction materials to suit design specifications and design calculations 2.4 Optimise relationship between capital and operational costs, including a comparison of energy sources 2.5 Check power supply design specifications with power authorities 2.6 Select accessories and performance indicators and integrate into functional systems that can be monitored and maintained 2.7 Define construction specifications to achieve required standards of uniformity and efficiency
3. Determine capital expense budget	3.1 Document design calculations and decisions and ensure relevant information is communicated clearly through plans, specifications and manuals 3.2 Ensure design output is checked by a competent designer against workplace objectives 3.3 Determine and document material requirements from plans and specifications 3.4 Estimate labour requirements, based on documented work schedule allowing reasonable variances in work schedules 3.5 Negotiate external labour and hire contracts, if required, and confirm with management 3.6 Attribute costing to each component based upon quoted

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	information from suppliers or sound analysis of individual elements
4. Determine operating expense budget	4.1 Confirm operating expense budget with senior personnel 4.2 Apply all expenses to the completed stock culture or holding system

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Research and extract technical information relating to stock culture or holding systems from a range of sources
Writing	• Document plans, specifications and procedures using appropriate format, clear language and accurate technical terminology
Numeracy	• Calculate and itemise costs to prepare and analyse budgets and expenditure
Oral communication	• Participate in verbal exchanges to consult others and organise requirements using accurate technical terminology and specifications
Navigate the world of work	• Understand legislative and regulatory requirements, including safety and environmental requirements, relating to own role and area of responsibility
Interact with others	• Liaise collaboratively and consult others for specialist planning and design advice, influencing direction and taking a leadership role on occasion • Select and use appropriate communication protocols and conventions when seeking or sharing information with others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU508 Plan and design stock culture or holding systems and structures Release 2	SFIAQU508 Plan and design stock culture or holding systems and structures Release 1	Minor cross-referencing correction/update to knowledge evidence referencing automation research	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU508 Plan and design stock culture or holding systems and structures

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and documented, on at least one occasion, a design plan for a stock culture or holding system and structure, including:

- determining location and resource requirements for the stock culture or holding systems and structures
- developing a detailed budget based on resource requirements and expenses
- developing construction specifications for stock culture or holding systems and structures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types, functions and options for stock culture or holding systems and their components
- key design features and processes for planning stock culture or holding systems and structures
- features and options for mechanisation or automatic control and monitoring systems
- mechanisation or automation research
- biological requirements of cultured or held stock relevant to holding systems and structures
- overview of stock biological and production cycles relevant to holding systems and structures
- waste management and environmental issues relevant to stock culture or holding systems and structures
- key features of contracts and contract management
- basic bookkeeping for budgeting

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- key government regulations relating to aquaculture operations
- features of latest culture technology
- biosecurity relevant to culture or holding systems
- sustainability practices relating to aquaculture operations.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - opportunities to access personnel for specialist advice
  - relevant workplace operational and financial information needed to plan and design stock culture or holding systems and structures
  - technology for recording and documenting information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU509 Develop stock production plan

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop a stock production plan based on the analysis of facility operations and labour, equipment and transport requirements.

This unit applies to individuals who have specialised knowledge and technical and/or management responsibilities for stock production in an aquaculture operation.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine	1.1 Establish cultured or held stock production targets for each stage

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
requirements for stock production	or component of operations consistent with marketing and business plans and sustainable aquaculture practices 1.2 Obtain current information on government regulations relevant to farm ownership and production to ensure policies and procedures are compliant 1.3 Assess production facility requirements to achieve production plan targets 1.4 Research mechanisation or automation of process or activity, including the use of specialised contract services for potential inclusion in stock production plan 1.5 Determine labour and equipment requirements to achieve stock production targets 1.6 Determine handling, harvesting and on-farm transport requirements for all stock
2. Develop plan	2.1 Develop production plan incorporating identified requirements according to biosecurity regulations 2.2 Incorporate a calendar of operations for each production cycle in the plan 2.3 Draw up schedules indicating the timing of purchases and use of inputs and services used in production 2.4 Develop a post-harvest program for each stock category 2.5 Establish environmental controls and security arrangements according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Research and extract technical information relating to stock production and mechanical and automation options from a range of sources

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Skill	Description
Writing	• Document detailed production plans and supporting schedules using workplace formats, clear language and accurate technical terminology
Numeracy	• Quantify resource requirements to meet targets within production cycles • Interpret financial information for forecasting and budgeting
Navigate the world of work	• Understand compliance and regulatory requirements relating to own role and area of responsibility
Get the work done	• Plan, schedule and coordinate multiple activities and resources to meet market, on-farm processing and off-farm transport requirements, monitoring actions against stated goals, and adjusting plans and resources to cope with contingencies • Use systematic, analytical processes to identify and solve stock production problems • Use key features and functions of workplace digital systems and tools to access, organise and analyse costs, data and information relevant to stock production planning

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU509 Develop stock production plan Release 2	SFIAQU509 Develop stock production plan Release 1	Minor changes on performance criteria and knowledge evidence	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU509 Develop stock production plan

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed, on at least one occasion, a stock production plan for an aquaculture organisation, including:

- accurately determining labour, equipment and other requirements for each stage of stock production operation
- detailing implementation of the plan, including security arrangements and environmental controls.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key biological and physical requirements of stock impacting on production planning
- requirements and costs of disease surveillance and health management protocols
- key requirements of legislation, biosecurity regulations and codes of practice impacting on aquaculture stock production
- mechanisation or automation research
- cycles and stages of stock production
- characteristics of stock health
- stock husbandry and management techniques relevant to stock production
- requirements of stock nutrition or feeding, including costs
- benefits and limitations of options for use of specialised contract services
- impact of a production plan on the organisation’s finances and profitability.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - technology for researching and preparing and presenting information
- specifications:
  - workplace marketing and business plans, including data on targets and costs
  - workplace policies or procedures on sustainable aquaculture practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU510 Design a recirculating aquaculture system

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to design or upgrade a recirculating aquaculture system. It requires the ability to determine system requirements, define budgets, infrastructure and labour requirements, and finalise the design.

This unit applies to individuals who have specialised knowledge and technical and/or management responsibility for setting up, reviewing or modifying a recirculating aquaculture system to suit changing circumstances.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine system requirements	1.1 Define specific water quality and environmental parameters required by stock 1.2 Determine optimum number and sizes of culture or holding systems required to achieve stocking and harvest objectives 1.3 Identify types of recirculating aquaculture systems that would

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	provide the appropriate environment for cultured or held stock 1.4 Research mechanisation or automation of process or activity, including the use of specialised contract services
2. Define system inputs and outputs	2.1 Document design or upgrade specifications and decisions into plans, specifications, procedure manuals and records or reports 2.2 Draw up work plans or schedules in consultation with senior personnel, taking budgeting, planning and operational requirements into consideration 2.3 Design, locate and orientate culture or holding structures or systems to conserve natural resources 2.4 Organise independent or specialist verification of design output against workplace objectives 2.5 Develop a construction plan according to accepted design principles and workplace requirements 2.6 Evaluate own and work team knowledge and skills against construction plan and work schedules to determine the need for external expertise or assistance
3. Determine capital expense budget	3.1 Determine and document materials, resource and supply provision requirements, including contingency options, from work plans, schedules and specifications 3.2 Document estimated labour requirements based upon documented work plans or schedules, allowing for variances 3.3 Negotiate and confirm external labour and hire equipment contracts with management, if required 3.4 Attribute costs based upon quoted information from suppliers to each component 3.5 Allow for contingencies for supply of materials, equipment and services in budget
4. Determine operating expense budget	4.1 Determine operating expense budget, indicating all input and output expenses for proposed system, including commissioning or start-up costs 4.2 Incorporate a break-even analysis and a sensitivity analysis of effects of changes in input and output costs in budget 4.3 Allow for contingencies for low or lost production in budget

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Review and finalise system design and budgets	5.1 Finalise selection of individual and combined components to provide optimal conditions for stock, and reliable and flexible systems for intended production inputs and culture or holding activities 5.2 Review, update and finalise work plans or schedules, design specifications, construction plan or commissioning or start-up procedures 5.3 Review budgets for capital and operating expenses and revise, as required, to meet changing circumstances 5.4 Examine relationship between capital and operating costs, including a review of alternative water and energy sources 5.5 Benchmark work plans or schedules, design specifications and system inputs and outputs against appropriate existing operations 5.6 Review overall operation and output of proposed system to ensure that it meets the long-term directions and purposes of the business and is economically sustainable

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Researches and extracts technical information relating to recirculating aquaculture systems from a range of sources • Interprets and analyses documentation relating to water and energy efficiency and environmental and biological requirements of the cultured or held stock • Interprets business plans, specifications and drawings, equipment operation manuals and contracts
Writing	• Produces technical specifications, plans and drawings • Maintains operational and financial records
Numeracy	• Quantifies resource requirements and calculates costs associated with recirculating aquaculture systems • Analyses financial information in budgets • Applies formulae to determine flows, pump efficiency, dissolved

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Skill	Description
	oxygen and water requirements, and volumes and quantities of inputs and outputs of liquids, gases and solids
Oral communication	• Participates in verbal exchanges to explain information clearly using technical terminology and language appropriate for the audience
Navigate the world of work	• Understands and checks compliance against regulatory requirements, including safety and environmental requirements, relating to own role and area of responsibility
Get the work done	• Plans and coordinates multiple, complex activities and resources related to forward planning and risk management; continuously monitoring actions against budget and specification parameters • Uses key features and functions of workplace digital systems and tools to access, organise and analyse costs, data and information relevant to recirculating aquaculture systems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU510 Design a recirculating aquaculture system	SFIAQUA510B Select, plan or design a system or facility utilising high technology water treatment components	Updated to meet Standards for Training Packages Revised title and amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU510 Design a recirculating aquaculture system

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed a design for a new recirculating aquaculture system, or upgrade of a recirculating aquaculture system, on at least one occasion, including:

- determining system requirements based on research and facility requirements
- producing technical specifications and procuring drawings or plans
- preparing detailed capital and operational budgets
- reviewing and benchmarking proposed system against existing systems.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key features of aquatic engineering principles, hydrology and water dynamics
- mechanical and technical aspects of recirculation systems, including energy use, mass balance, water hydraulics and flow, and pumps and pipe work
- relationships between inputs and outputs of recirculation systems, particularly biomass, size classes and quantity of feed
- features of automatic control and monitoring systems
- waste management, effluent treatments and other by-product uses (e.g. hydroponics and fertilisers) and environmental issues
- insulation and temperature control in an indoor facility, including air flows and ventilation (e.g. condensation, carbon dioxide and ozone)
- methods of customisation and retrofitting of components
- purchase of off-the-shelf items or improvising with existing items
- biosecurity aspects of recirculating aquaculture system
- biology of stock, and environmental and husbandry requirements within recirculating aquaculture systems to achieve growth targets

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- importance of optimised production to achieve sound economic outcomes
- opportunities for cost reductions
- laws and regulations relating to permits and operation of aquaculture facilities
- risk identification, assessment and mitigation or management related to aquaculture systems
- forward planning and risk management for events, such as blackouts, brownouts and equipment breakdowns.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - technology for researching and preparing and presenting information
- specifications:
  - plans and specifications for a recirculating aquaculture system
  - specifications for high technology water treatment components
  - workplace business plan and budget.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU511 Culture new aquaculture species

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to introduce a new aquatic species that has not been previously cultured in the workplace. It includes the ability to research information on new target species, condition broodstock, rear larvae, and analyse and record data.

This unit applies to individuals who have specialised knowledge and technical and/or management responsibility for the breeding program and hatchery operations within an aquaculture setting.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess the validity of new target species	1.1 Research and document existing life history, traits and spawning cues of target species from a range of sources 1.2 Research optimal environmental conditions and nutritional requirements for target species from a range of sources 1.3 Investigate and estimate production costs for target species at all

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	life stages 1.4 Undertake target species market evaluation, considering demand and projected sales 1.5 Prepare cost estimate and analysis of infrastructure modifications required to produce new species 1.6 Collate all information and present a business case for culturing new species to key stakeholders 1.7 Make decisions on validity of target species culture potential and size of trial based on feedback from key individuals
2. Culture new aquaculture species	2.1 Acquire and condition broodstock to meet workplace objectives 2.2 Implement and monitor optimal conditions for spawning 2.3 Target offspring of species for production 2.4 Rear larvae in optimal larval rearing culture conditions according to workplace procedures 2.5 Move post larvae to adequate growout facilities 2.6 Grow post larvae in optimal growout conditions 2.7 Harvest and sell new species according to customer requirements and workplace sales plan
3. Record and analyse relevant data	3.1 Record data gathered from production and monitoring procedures and sales 3.2 Analyse and report all data against pre-determined standards and criteria 3.3 Report and present data and results to relevant stakeholders 3.4 Make decisions around the future validity of the culture species

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Researches and extracts environmental and biological information relating to culturing target species from a range of technical information • Analyses business plans and sales targets
Writing	• Prepares reports and presentations using workplace formats and technical information to support a business case • Maintains operational and financial records
Numeracy	• Quantifies resource requirements and calculates costs associated with culturing a new species • Analyses data to determine potential and actual sales
Oral communication	• Participates in verbal exchanges to explain information clearly using language appropriate for the audience
Navigate the world of work	• Works independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to culturing new species
Interact with others	• Liaises and consults collaboratively, influencing direction and taking a leadership role on occasion
Get the work done	• Plans, implements and coordinates multiple activities and resources, to effectively culture new aquaculture species • Uses systematic, analytical processes to identify and solve problems and make decisions relating to culturing a new species • Uses workplace digital systems and tools to access, record, analyse and present information and data relevant to culturing a new species

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU511 Culture new aquaculture species	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU511 Culture new aquaculture species

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has introduced a new aquatic species that has not been previously cultured in the workplace on at least one occasion, including:

- researching and documenting detailed requirements for the introduction of the new aquaculture species
- preparing and presenting a business case, including market evaluation, protocols and a budget for introducing the new species to stakeholders
- culturing the new species and reporting on the outcomes of the production and sales to determine future implementation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key principles of breeding and rearing target species
- target species life history traits
- target species spawning and nutritional requirements
- characteristics of normal and abnormal stock behaviour and environmental conditions for target species
- principles of aquatic animal husbandry, including stock handling, feeding, health monitoring, water quality monitoring and culture vessel maintenance
- use of microscopy in monitoring water quality and environmental conditions
- types and features of advanced water quality tests and water sampling
- procedures for preparing and administering chemicals and/or biological agents.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - broodstock for new species
  - holding structures for spawning or breeding activities
  - monitoring equipment and sampling kits
  - technology for researching and preparing and presenting information
- specifications:
  - workplace business plan and budget.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIAQU512 Plan and design water supply and disposal systems

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to plan and determine the design and hydraulic requirements for water supply and disposal systems. It includes the ability to allocate pumps and infrastructure, design distribution, storage and treatment systems, and manage budgets and operational procedures.

This unit applies to individuals who have specialised knowledge and technical and management responsibilities for planning and designing water supply and disposal systems for aquaculture workplaces.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine design requirements	1.1 Establish water budget based on identifying water sources that ensure water is available in sufficient quantities at all times

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Determine water and soil quality to ensure appropriate environment is provided for stock 1.3 Design water transfer, recharge, reuse and treatment systems to conserve natural resources and match requirements for stock 1.4 Position culture or holding structures and systems to make the best use of water resources 1.5 Match water requirements with workplace production forecasts, expansion plans and seasonal variation 1.6 Ensure collection and storage processes do not degrade the water quality for the workplace or the environment 1.7 Document design calculations and decisions according to workplace requirements, ensuring construction specifications define the work required to provide suitable water for workplace 1.8 Identify environmentally sensitive areas and land degradation issues according to legislative requirements 1.9 Determine allowable effluent standards from relevant authority 1.10 Determine technology that will enable the diagnosis of changes in environmental conditions
2. Define pumping and power systems	2.1 Select pumps to deliver water efficiently from the water source or storage according to expert information or advice 2.2 Ensure pump motor combinations are efficient, reliable, functional, serviceable and flexible for the intended application 2.3 Optimise relationship between capital and operational costs and compare energy sources 2.4 Select accessories and performance indicators, and integrate into functional systems that can be monitored and maintained 2.5 Document design calculations and decisions 2.6 Define work required in construction specifications to make suitable pumping and power systems available to workplace 2.7 Check power supply design specification with power authorities 2.8 Identify and minimise risks associated with power configurations, personal safety, water pressures and loads through system design and appropriate operating procedures
3. Design a distribution system	3.1 Commission detailed topographic survey or an accurate map showing extent, pond tank layout, physical constraints and contours

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	with suitable interval 3.2 Develop excavation and earth moving plan, identifying internal or outside personnel, labour and machinery 3.3 Determine water budgets according to evaporation and seepage characteristics and water usage practices 3.4 Evaluate distribution systems and design according to system efficiencies, biosecurity and maintenance 3.5 Size pipes, valves and fittings according to design system specifications 3.6 Calculate achievable flows, water levels and pressures for the pumps 3.7 Include mechanisms for controlling and adjusting pressure, and isolation valves to direct water to areas with different water flow schedules 3.8 Design channel systems and attendant structures according to system requirements and calculation of channel flow velocities 3.9 Compare soil types for erodibility to select suitable fill for construction 3.10 Define construction plans and specifications to achieve the desired standards of uniformity and efficiency of water application
4. Design a drainage, storage and treatment system	4.1 Investigate regional geology and geography to predict sustainability of pond construction and water storage 4.2 Use site investigations to determine depth of clay, depth of ground water, soil and water salinity and structural or chemical impediments and calculations 4.3 Use costings to determine the most cost-effective storage system 4.4 Develop designs in conjunction with contractors and authorities 4.5 Design drains and structures capable of carrying planned water volumes and flow intensities 4.6 Incorporate waste-water treatment structures according to design specifications
5. Determine capital expense budget	5.1 Document design calculations and decisions, and communicate relevant information clearly through plans, specifications and manuals 5.2 Organise a competent designer to check design output against workplace objectives

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.3 Determine material requirements and document from plans and specifications 5.4 Estimate labour requirements based upon documented work schedule with reasonable allowance for variances in work schedules 5.5 Attribute costing to each component based upon quoted information from suppliers or sound analysis of individual elements
6. Establish management procedures	6.1 Confirm operating expense budget is applied to the completed water supply and disposal system 6.2 Develop contingency plans in the event of reduced water quality or quantity 6.3 Develop procedures for handling notifications from authorities pertaining to water supply and disposal 6.4 Involve the business in an integrated regional approach to water monitoring, quality and quantity supply issues and future planning 6.5 Research mechanisation or automation of process or activity, including the use of specialised contract services, and introduce as required 6.6 Establish record-keeping procedures for managing water supply and disposal system that meet administrative, workplace and regulatory requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Research, extract and analyse technical information relating to water supply and disposal systems from a range of sources
Writing	• Document plans, specifications and procedures using appropriate format, clear language and accurate technical terminology • Maintain accurate records relating to water supply and disposal
Oral communication	• Participate in verbal exchanges to consult others and organise requirements using technical terminology and specifications

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Skill	Description
Numeracy	• Apply mathematical formulae to determine water flow, pressure and velocity and temperature control • Calculate quantities, measurements and sizing of materials and components • Calculate and itemise costs to analyse budget and expenditure

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIAQU512 Plan and design water supply and disposal systems	SFIAQU507 Plan and design water supply and disposal systems	Extra requirement regarding technology that diagnoses changes in environmental conditions added to performance criteria and knowledge evidence	Not equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIAQU512 Plan and design water supply and disposal systems

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and documented a plan to meet the hydraulic requirements for water supply and disposal systems of an aquaculture facility on at least one occasion, including:

- determined the water supply system design based on facility and legislative requirements
- defined the design requirements for the following systems:
  - pumping and power
  - distribution
  - drainage, storage and treatment
- established operational parameters and procedures for the aquaculture water supply and disposal systems
- developed a detailed budget based on resource requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- processes for designing aquaculture water supply and disposal systems
- basic bookkeeping for managing budgets
- diagnostic methods to check changes in environmental conditions
- key features and obligations within contracts or legal documentation
- key features of legislation relevant to water and disposal systems in an aquaculture setting
- benefits and limitations of options for:
  - automatic control and monitoring systems
  - drainage and storage development technology
  - mechanisation or automation of process or activity
- issues relating to waste management impacts on the environment

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- current and emerging pump technology
- current and emerging treatment technology
- biosecurity in the context of water supply and disposal systems.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - technology for researching and documenting information
- specifications:
  - relevant workplace operational information and budget needed to plan and design water supply and disposal systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIBIO201 Inspect and clean aquatic work equipment

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to inspect and clean aquatic work equipment to minimise risk in the spread of aquatic diseases and pests. It includes the ability to report on the presence of diseases or pests, carry out destruction, disposal or sampling methods and record cleaning activities.

The unit applies to individuals who carry out supervised routine tasks in the seafood industry, where they use equipment that has been in contact with the aquatic environment or aquatic animals, or has been used in aquatic animal holding or production facilities.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to clean aquatic equipment	1.1 Select and fit the required personal protective equipment 1.2 Identify and prepare cleaning equipment and materials appropriate

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	for the equipment to be cleaned 1.3 Select location of cleaning site according to workplace and environmental procedures
2. Inspect aquatic equipment	2.1 Check all equipment used for aquatic work for visible debris and contaminants 2.2 Remove solid debris or contaminants and dispose of according to workplace and environmental procedures 2.3 Report any debris, contaminants or material suspected of harbouring aquatic disease or pest to supervisor 2.4 Follow supervisor instruction on destruction, disposal or sampling methods for suspected debris
3. Clean and disinfect aquatic equipment	3.1 Clean equipment with freshwater thoroughly, removing as much visual debris and other material as possible, and dispose of according to workplace procedures as required 3.2 Disinfect equipment using the appropriate solution according to equipment type, manufacturer instructions and health and safety requirements 3.3 Rinse equipment in a manner that minimises environmental contamination
4. Complete cleaning of aquatic equipment	4.1 Ensure all equipment is dry before entering waterways or storage 4.2 Dispose of waste materials according to workplace and environmental procedures 4.3 Record inspection outcomes and cleaning history according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text in workplace procedures and manufacturer instructions for cleaning equipment and mixing chemicals

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Skill	Description
Writing	• Fills out workplace records legibly and accurately
Navigate the world of work	• Makes routine decisions about whether debris is abnormal
Interact with others	• Describes suspected disease or pest to supervisor using correct terminology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIBIO201 Inspect and clean aquatic work equipment	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIBIO201 Inspect and clean aquatic work equipment

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has inspected and cleaned equipment that has been in contact with the aquatic environment on at least one occasion, including:

- selecting and safely using the appropriate cleaning site, cleaning materials and equipment, and cleaning and disinfecting methods for at least two of the following equipment types:
  - electrofishing equipment
  - electronic equipment
  - fish nets and gear
  - fishing transfer equipment
  - diving equipment
  - personal protective equipment and personal gear
  - vehicles
  - vessel and/or trailers
  - sampling equipment
- using the correct disposal methods for debris, contaminants and waste material
- completing workplace records and reporting requirements on inspection and cleaning activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- biosecurity legislation and protocols for aquatic field hygiene, and disposal of waste
- ways in which aquatic diseases and pests can be spread by equipment used in aquatic environments
- destruction, disposal and investigation methods used for suspected aquatic diseases and pests

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- range of cleaning and disinfecting equipment and materials used for aquatic equipment
- cleaning techniques and specific hygiene guidelines for equipment used in aquatic environments
- safe work practices associated with inspecting and cleaning equipment used in the aquatic environment
- safe disposal methods used for aquatic equipment inspection and cleaning
- procedures for recording aquatic equipment inspection and cleaning activities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - range of aquatic equipment to be cleaned
  - cleaning and disinfecting equipment and materials
  - forms or media used for recording inspection and cleaning history
- specifications:
  - workplace procedures relating to cleaning equipment that include advice on health and safety, biosecurity and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIBIO301 Identify and report signs of aquatic disease or pests

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to recognise signs of disease or pests in fish and other aquatic life, and take appropriate reporting and response action.

The unit applies to individuals who carry out routine tasks in the seafood industry where they have daily contact with aquatic organisms.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify signs of disease or pests in aquatic life	1.1 Monitor aquatic life for signs or symptoms of disease or pests 1.2 Compare signs of potential disease infection or pest species with own experience of common endemic diseases or pests in the species

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Assess extent of the problem in the species where signs indicate a potential disease or pest issue 1.4 Assess any environmental factors that may be contributing to the disease or pest issue 1.5 Seek advice from supervisors, professionals or appropriate authorities when signs indicate a potential disease or pest
2. Respond to signs of disease or pest in aquatic life	2.1 Report signs of potential disease or a pest that presents a biosecurity risk to appropriate authorities immediately according to workplace procedures 2.2 Implement biosecurity measures according to organisational biosecurity plans and instructions from appropriate authority

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets workplace procedures for identifying and responding to biosecurity risks
Navigate the world of work	• Takes responsibility for adherence to workplace compliance requirements relating to identifying and responding to biosecurity risks and own role
Interact with others	• Uses appropriate communication protocols and channels when seeking advice and reporting on disease or pests

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIBIO301 Identify and report signs of	Not applicable	New unit	No equivalent unit

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aquatic disease or pests			

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIBIO301 Identify and report signs of aquatic disease or pests

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has identified and reported signs of disease or pests in fish or other aquatic life on at least one occasion, including:

- inspecting and assessing aquatic life for potential disease or pest problem
- applying the appropriate measures to potential disease or pest issues based on supervisor or authority advice.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- signs of common endemic diseases or pests in the species
- signs indicating disease or pests in fish species and other aquatic stock, including impacts on health and behaviour
- environmental factors impacting on disease and pests
- methods for assessing extent of problem, including sampling of diseased or pest-affected aquatic life
- biosecurity principles and compliance with biosecurity protocols
- relevant local, state and federal biosecurity policies, Acts and legislation
- biosecurity measures associated with organisational biosecurity plans
- process of reporting any unusual findings to appropriate authorities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - aquatic life
- specifications:
  - access to organisational/jurisdictional biosecurity plan
  - workplace procedures relating to biosecurity protocols, including identifying and responding to biosecurity risks
- relationships:
  - evidence of interactions with supervisor and authorities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIBIO401 Apply aquaculture biosecurity measures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to apply control measures according to the aquaculture farm biosecurity plan.

The unit applies to individuals who are responsible for incorporating biosecurity measures in their own work and the work of others.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify biosecurity control measures	1.1 Access organisation aquaculture biosecurity plan 1.2 Identify aquatic diseases or pests that are considered biosecurity threats to the organisation from the plan and other sources of information

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Identify control measures to minimise the risk of identified aquatic diseases or pests entering the property
2. Apply biosecurity control measures	2.1 Apply control measures related to transmission routes onto, within and from the aquaculture farm 2.2 Apply control measures related to movement of vectors of disease into, out of and within the aquaculture farm 2.3 Apply control measures related to farm production practices 2.4 Incorporate control measures into own work routines and others of responsibility
3. Maintain records related to biosecurity	3.1 Ensure records of stock and equipment are kept for traceability of farm inputs and farm outputs according to own work responsibility 3.2 Retain monitoring and surveillance data
4. Monitor biosecurity procedures	4.1 Monitor effectiveness of control measures in addressing risks 4.2 Monitor work duties of self and others to ensure biosecurity control measures are applied appropriately 4.3 Report issues and concerns with biosecurity to senior personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets workplace procedures and biosecurity plans for identifying and responding to biosecurity risks
Navigate the world of work	• Takes responsibility for adherence to workplace compliance requirements relating to identifying and responding to biosecurity risks and own role
Interact with others	• Uses appropriate communication protocols and channels when seeking advice and reporting on biosecurity risks

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIBIO401 Apply aquaculture biosecurity measures	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIBIO401 Apply aquaculture biosecurity measures

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has applied aquaculture biosecurity measures on at least one occasion, including:

- locating information from the aquaculture organisation biosecurity plan and government and industry biosecurity websites, on:
  - aquaculture diseases and pests that are potential biosecurity threats to the organisation
  - control measures that can minimise the risk of diseases or pests entering or spreading from the property
- applying control measures in own work routines for:
  - farm inputs
  - farm outputs
  - movement of vectors of disease
  - production practices
- keeping accurate and current farm records
- evaluating and reporting on the effectiveness of biosecurity control measures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- local, state and national regulatory requirements for aquaculture biosecurity
- aquaculture biosecurity risk analysis
- government and industry biosecurity websites relevant to the aquaculture farm biosecurity plan
- diseases or pests that pose a biosecurity threat to the aquaculture organisation
- good biosecurity practices and control measures for:
  - farm inputs

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  - farm outputs
  - movement of people
  - movement of stock
  - vessels, vehicles and equipment
  - production practices
  - wild aquatic and non-aquatic animals
- record keeping for traceability (both trace back and trace forward) of farm inputs and outputs
- record keeping for retention of monitoring and surveillance data
- processes for monitoring effectiveness of control measures
- process for reporting biosecurity concerns and issues.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - information sources on biosecurity issues and risks
  - aquatic stock
- specifications:
  - access to organisation biosecurity plan
  - workplace procedures relating to biosecurity protocols, including identifying and responding to biosecurity risks
- relationships:
  - evidence of interactions with senior personnel and authorities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIBIO501 Plan and implement an aquaculture biosecurity plan

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan, develop, implement and review an aquaculture biosecurity plan that includes a set of control measures designed to protect a property from the entry and spread of pests and diseases.

This unit applies to individuals who have specialised knowledge and technical and/or managerial responsibility for planning and implementing biosecurity control measures within an aquaculture setting.

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

Pre-requisite Unit

Nil

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Conduct research for developing a biosecurity plan	1.1 Consider the need, purpose and regulatory requirements for a biosecurity plan 1.2 Identify approved sector-specific biosecurity plans or guidelines to guide development of farm plan 1.3 Identify diseases and pests that could produce adverse

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	consequences to aquatic animal health and farm productivity 1.4 Identify the major transmission routes onto, within and from the farm
2. Develop control measures for biosecurity risks	2.1 Assess the level of biosecurity risks associated with entry, development, establishment and spread of diseases and pests 2.2 Examine transmission routes onto, within and from the aquaculture farm and identify practices to minimise risk of introducing and spreading diseases and pests 2.3 Examine movement of vectors of disease into, out of and within the aquaculture farm and identify practices to minimise risk of introducing and spreading diseases and pests 2.4 Examine farm production practices and identify practices to minimise risk of introducing and spreading diseases and pests 2.5 Identify wild aquatic and non-aquatic animals relevant to the farm and determine options for their control 2.6 Establish and document control measures based on biosecurity risk analysis
3. Develop control measures for staff training and record keeping	3.1 Identify and document staff training requirements to implement control measures 3.2 Establish recording requirements according to regulatory requirements and industry best practice
4. Develop, implement, monitor and review biosecurity plan	4.1 Develop the biosecurity plan based on documented risk analysis process and specific risk control measures 4.2 Develop standard operating procedures based on new biosecurity processes 4.3 Induct and train staff in standard operating procedures relevant to their role and responsibility 4.4 Implement standard operating procedures and monitor staff performance 4.5 Monitor effectiveness and progress of control measures against plan 4.6 Monitor regulatory requirements and industry standards relevant to biosecurity and incorporate in plan 4.7 Revise and amend risk assessment and control measures as

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	required 4.8 Review staff training and induction records to ensure staff are able to implement biosecurity control measures appropriate to their role

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Researches and analyses biosecurity information from a range of sources • Interprets business and legal requirements in documentation
Writing	• Documents the biosecurity plan and standard operating procedures using appropriate format, clear language and correct technical terminology
Numeracy	• Quantifies resource costs relevant to implementing the biosecurity plan
Navigate the world of work	• Understands legislative and regulatory requirements
Get the work done	• Uses systematic, analytical processes to identify and solve problems and make decisions relating to biosecurity risk assessment • Uses workplace digital systems and tools to access, organise and analyse data and information relevant to developing and implementing a biosecurity plan

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIBIO501 Plan and implement an	Not applicable	New unit	No equivalent unit

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aquaculture biosecurity plan			

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIBIO501 Plan and implement an aquaculture biosecurity plan

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned, developed and implemented an aquaculture biosecurity plan on at least one occasion, including:

- determining biosecurity threats to farm
- identifying current access points to property
- developing a biosecurity plan that documents the risk analysis and control measures and procedures for:
  - farm inputs
  - farm outputs
  - movement of vectors of disease, including equipment, vehicles and vessels, water, feed and waste
  - production practices
  - controlling wild aquatic and non-aquatic animals
  - staff training
  - record keeping for traceability of farm inputs and farm outputs
- developing, documenting, inducting and training staff in control measures for:
  - controlling farm inputs
  - biosecurity for farm outputs
  - movement of people
  - vehicles, vessels and equipment
  - production practices
  - control of wild aquatic and non-aquatic animals
  - keeping records
- monitoring effectiveness of biosecurity plan and staff performance to identify improvements.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and process for developing a biosecurity plan
- local, state and national regulatory requirements for aquaculture biosecurity
- purpose and process for conducting an aquaculture biosecurity risk analysis
- diseases or pests that pose a biosecurity threat to the aquaculture organisation
- good biosecurity practices and control measures for:
  - farm inputs
  - farm outputs
  - movement of people
  - movement of stock
  - vessels, vehicles and equipment
  - production practices
  - wild aquatic and non-aquatic animals
  - training staff
  - maintaining records
- best practice record keeping for:
  - moving aquatic stock on and off the property
  - observation on health status
  - water quality data
  - disease testing
  - husbandry records
  - chemical usage and storage
- planning processes for costing, allocating resources and establishing timelines for implementing biosecurity measures
- processes for developing standard operating procedures to implement biosecurity control measures
- processes for improving staff performance against biosecurity control measures
- processes for monitoring effectiveness of biosecurity control measures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - information sources on biosecurity issues and risks
  - access to biosecurity regulations

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  - technology for researching and documenting information
- specifications:
  - farm property plan.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICOM201 Communicate remotely

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to communicate from remote locations using appropriate devices.

The unit applies to individuals who conduct activity in remote locations

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Common (COM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan remote communication	1.1 Identify purpose for communication and intended audience 1.2 Select most appropriate device for communication according to available resources and relevant workplace procedures

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Use appropriate device to communicate remotely	2.1 Access device for remote communication according to workplace procedures 2.2 Ensure that any required communication devices and/or attachments are prepared according to technology provider requirements 2.3 Communicate with the intended audience using the appropriate device in a concise manner to convey information accurately

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Oral communication	• Communicate in a culturally sensitive manner

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFICOM201 Communicate remotely	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICOM201 Communicate remotely

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- communicated remotely on at least five occasions.

In doing the above, there must be evidence that the individual has:

- applied technical processes when using communication devices.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key features of relevant communication devices
- culturally sensitive communication protocol
- workplace protocols for communicating remotely
- workplace policies for remote communication.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - relevant communication devices
- relationships:
  - intended audience.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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SFICPL201 Undertake a local operation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to follow an agency's policies and procedures to plan, prepare, undertake and report on a local patrol operation. It requires the ability to ensure that equipment is available and in working condition, that relevant information relating to weather forecasts, tides and seasonal factors is obtained beforehand, and that appropriate safety precautions are taken.

The unit applies to individuals who use knowledge of the local area to undertake local patrols as part of observation and monitoring activities.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan the local patrol operation	1.1 Confirm the purpose of the operation with the supervising officer 1.2 Identify health and safety and environmental hazards and risks

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	associated with the operation, and recognise appropriate controls for inclusion in the plan 1.3 Identify resources required to support the operation, and confirm their availability 1.4 Consider and take into account logistics associated with the operation when developing the operational plan 1.5 Develop and submit an operational plan according to agency procedures
2. Prepare for the local patrol operation	2.1 Perform maintenance checks and testing to ensure communications and other equipment are operational 2.2 Confirm backup systems and contingency plans are in place 2.3 Obtain current information relating to local weather and seasonal conditions that are significant to the operation 2.4 Recognise cultural, fishing and aquatic activities and their significance to the operation 2.5 Confirm role of self and others involved in the operation 2.6 Complete pre-operational activities in a timely and efficient manner
3. Undertake the local patrol operation	3.1 Select and check fit of the required personal protective equipment for the operation 3.2 Re-confirm the operation objectives with others involved in the operation 3.3 Follow the schedule of activities in the operational plan 3.4 Use equipment safely and effectively throughout the operation according to standard operating procedures 3.5 Use effective and timely communications with others involved in the operation 3.6 Communicate with the public in a courteous, non-confrontational and culturally respectful manner 3.7 Complete post-operational activities and checks in a timely and efficient manner
4. Report on the local patrol operation	4.1 Report operational outcomes, intelligence information and any follow-up actions to be taken to the supervising officer or other designated person as required by the agency

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Review the operational plan and outcomes at a debriefing session and provide recommendations for improvement or follow-up

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates and estimates speed and distance to determine resource usage and time
Reading	• Interprets weather reports and information relevant to the operation • Interprets checklists, schedules, maps and charts
Writing	• Records operational planning information • Completes checklists on pre-operational and post-operational activities
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Interact with others	• Makes adjustments to personal communication style in recognition of the values, beliefs and cultural expectations of others
Get the work done	• Solves familiar and generally predictable problems within workplace procedures and using experience of past solutions • Uses two-way communication and navigational equipment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL201 Undertake a local operation	SFICOMP201B Undertake a local operation	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL201 Undertake a local operation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken a local patrol operation on at least one occasion, including:

- preparing an operational plan that incorporates patrol purpose, resources, logistics, hazard and risk controls, and pre-operation and post-operation activities
- implementing appropriate health and safety and environmental hazard controls
- confirming appropriate contingency plans are in place to counteract risks
- preparing resources appropriate to the local environment, including undertaking maintenance checks
- reviewing and providing a report on patrol outcomes
- communicating effectively with supervisor, team members and the public.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislation, regulations and agency policies relevant to the local patrol operation and area, including existence of any native title and customary fishing practices
- operational requirements of communications equipment used for local patrol operations
- local environmental and cultural factors and issues impacting on local patrol operations
- safety procedures and potential hazards associated with local patrol operations, including the principles of hazard identification, risk analysis and risk minimisation
- effect of external factors on local patrol operations, including:
  - fishing or aquatic activity
  - seasonal factors
  - tides and currents
  - local weather conditions.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a local patrol setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - communications equipment
  - personal protective clothing and equipment
  - other equipment and resources required to support the operation
- specifications:
  - agency policies and procedures, including safety and operating procedures
  - access to information relating to weather and seasonal conditions relevant to patrol operations
- relationships:
  - evidence of interaction with supervisor, team members and members of the public.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL202 Conduct field observations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to conduct and report on observations in the field according to agency policies and procedures.

This unit applies to individuals who undertake field observations for the purposes of surveillance, research or monitoring of cultural or natural resources. They use observation and recording equipment, including maps, charts, video cameras, still cameras and global positioning systems (GPS). For surveillance purposes, these individuals collect relevant information of the type, quality and quantity necessary to present acceptable evidence in a court of law.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for field	1.1 Identify and confirm the purpose of the field observations with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
observations	supervisor 1.2 Clarify and confirm the nature and type of information to be collected 1.3 Identify hazards and risks associated with the observation and identify appropriate controls with the supervisor or team leader 1.4 Identify and confirm agency protocols and requirements and legislative considerations for the recording of observations 1.5 Select appropriate equipment for the field observation task, and check for serviceability
2. Conduct field observations	2.1 Select and check fit of required personal protective equipment for observation task 2.2 Use equipment in a manner that ensures recorded observations are accurate and effective for the intended purpose 2.3 Collect sufficient and relevant information from observations of activities to identify any non-compliance 2.4 Record observations according to agency procedures and legislative requirements as required 2.5 Use equipment in a manner that ensures the safety of self and others 2.6 Ensure the security of equipment at all times
3. Report on field observations	3.1 Prepare and collate report identifying any evidence of non-compliance 3.2 Present report according to agency procedures 3.3 Label and file recorded observations securely according to agency procedures 3.4 Answer queries arising from the report in a timely manner

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Numeracy	• Reads and interprets numerical data related to recording equipment • Calculates data related to observations
Reading	• Interprets information of the type, quality and quantity necessary to present acceptable evidence in a court of law • Interprets information relevant to the operation • Interprets checklists, schedules, maps and charts
Writing	• Records operational information, data and measurements • Completes checklists and takes notes on field observation activities
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Interact with others	• Communicates, exchanges and reports operational task and safety information to relevant personnel • Cooperates with others to conduct observation activities
Get the work done	• Solves familiar and generally predictable problems within workplace guidelines and using experience of past solutions • Uses two-way communication, surveillance and navigational equipment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL202 Conduct field observations	SFICOMP202B Conduct field observations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL202 Conduct field observations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted at least one field observation on at least one occasion, including:

- interpreting and confirming work requirements and other task-related information
- identifying hazards and risk controls in relation to field observations
- selecting, checking and using equipment, including personal protective equipment appropriate for the purpose of the observation
- identifying, recording and reporting on evidence of non-compliance.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- range and operational requirements of observation and recording equipment
- culturally sensitive areas impacting on the field observation:
  - sacred and other culturally significant sites
  - cultural activity, including the attitude, beliefs and values of local communities
- environmental and community issues relating to natural resource management, including:
  - customary fishing
  - existence of any native title
- marine and fisheries management and surveillance legislation and regulations relevant to the field observation
- recording and reporting requirements for field observations
- safety procedures and hazards associated with field observations
- nature and types of evidence of non-compliance identified from field observations.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a field observation setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - recording forms
  - observation and recording equipment
  - personal protective equipment
- specifications:
  - directives and details explaining the observation task
  - access to relevant legislation and regulations related to surveillance
  - workplace policies and procedures, including safety and operating procedures
  - relevant sources of information
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL203 Promote sustainable use of local marine and freshwater environments

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and present information to promote the sustainable use of local marine and freshwater environments.

The unit applies to individuals who have knowledge of local ecology and the cultural significance of sustainable fishing activities and legislation. They undertake informal conversations or formal talks with community groups or set up displays at community events or in locations frequented by users of the local marine and freshwater environments.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan a presentation or	1.1 Identify promotional opportunities that meet work plan objectives

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
display	1.2 Ensure type, purpose and medium of presentation or display is appropriate for audience and situation 1.3 Select and organise presentation or display media and resources appropriate for audience and message 1.4 Design and construct/assemble presentation or display according to health and safety requirements for public activities 1.5 Check information collected and prepared for presentation or display is consistent with legislative requirements and cultural and environmental significance 1.6 Arrange the information for presentation or display in a sensible and logical sequence that meets presentation timeframe 1.7 Ensure planned presentation or display is approved and supported by the supervisor or team leader
2. Present or display information	2.1 Ensure communication is clear, concise and adjusted to meet the needs of audience 2.2 Use an interpreter and assistive technology where language is a barrier for audience 2.3 Respond appropriately and accurately to questions from audience or public 2.4 Amend, update and remove outdated presentation materials or displays as required 2.5 Report outcomes to supervisor as required
3. Follow up the presentation	3.1 Seek feedback on the presentation from audience, and use it to review presentation outcomes 3.2 Make recommendations to improve presentation, based on the feedback received 3.3 Return resources to original location or place in storage

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets information of the type, quality and quantity necessary for presentations/displays
Numeracy	• Calculates and estimates audience numbers and resource requirements
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Interact with others	• Exchanges and clarifies subject-related information with others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL203 Promote sustainable use of local marine and freshwater environments	SFICOMP203B Promote sustainable use of local marine and freshwater environments	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL203 Promote sustainable use of local marine and freshwater environments

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has promoted sustainable use of local marine and freshwater environments as part of one presentation or display on at least one occasion, including:

- collecting, analysing and organising information in a logical sequence for presentation
- selecting and using presentation media and communication methods appropriate to the audience and purpose/message
- communicating clearly and effectively to the audience within the presentation timeframe
- suggesting approaches to improve the presentation based on audience feedback.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- statutory and policy requirements relevant to sustainable use of marine and freshwater environments, including:
  - commonwealth, state or territory and local government
  - agency policies and procedures
  - community standards and regulations
  - existence of any native titles
  - codes of practice
- sustainable use of local marine and freshwater environments
- significance of sacred and other cultural sites in local marine and freshwater environments
- significance of cultural activities, including customary fishing practices or use of other marine resources
- time management and planning techniques for effective presentations
- types and uses of commonly used presentation and display media

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- appropriate communication techniques for presentation to public audiences
- health and safety principles for public presentation and display activities
- procedures for accessing and using interpreter/assistive technology.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a presentation or exhibition setting or an environment that accurately represents workplace conditions
  - venue
- resources, equipment and materials:
  - overhead projector
  - computer and peripheral equipment
  - other display equipment and resources
- specifications:
  - access to legislation, policies and codes of practice relating to sustainable use of marine and freshwater environments
  - workplace procedures for promotional activities, including advice on safe work practices.
- relationships:
  - evidence of interactions with audience.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL204 Communicate effectively in cross-cultural environments

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to interact with people from cultures different to one's own using culturally appropriate verbal and non-verbal communication.

The unit applies to individuals who work in a compliance monitoring environment and interact with both internal and external stakeholders.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use verbal and non-verbal communication in a culturally sensitive manner	1.1 Recognise and respect cultural differences of the individual and/or community 1.2 Establish a rapport with the individual to enable further conversation 1.3 Accommodate conventions of conversation and language patterns

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Ensure language and concepts used are culturally appropriate to the individual and/or community 1.5 Ensure gestures and non-verbal communication used are culturally appropriate 1.6 Ensure dress and behaviours are culturally appropriate for interaction with the individual and/or community
2. Interact with people in a culturally appropriate way	2.1 Use strategies for developing effective cross-cultural relationships 2.2 Identify and address barriers to effective cross-cultural communication to maintain effective relationships 2.3 Use strategies for resolving differences or misunderstandings 2.4 Identify and use interpreter resources to facilitate effective communication within the workplace 2.5 Ensure compliance requirements are based on culturally appropriate practices

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Oral communication	• Asks questions and listens carefully to gather, interpret or evaluate information, to clarify understanding or seek further information
Navigate the world of work	• Applies knowledge of legislation and policies relevant to access and equity, racism and discrimination
Interact with others	• Uses suitable modes of communication, verbal and non-verbal conventions
Get the work done	• Makes decisions relating to appropriate communication and relationship-building strategies • Solves familiar and generally predictable cross-cultural problems and conflicts within workplace guidelines and using experience of past solutions

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL204 Communicate effectively in cross-cultural environments	SFICOMP205B Communicate effectively in cross-cultural environments	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL204 Communicate effectively in cross-cultural environments

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has communicated effectively with people of cultural backgrounds different to their own on three different occasions, including:

- applying culturally appropriate work practices to interact with individuals
- using appropriate verbal and non-verbal communication and resources to sensitively and respectfully communicate in a cross-cultural context.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- differences between cultures
- fundamental conventions and patterns of cultural difference, including:
  - approaches to completing tasks
  - attitudes to conflict
  - attitudes to disclosure
  - communication styles
  - decision-making styles
- words and actions of people from differing backgrounds, including:
  - non-verbal communication conventions
  - verbal communication conventions
- interpreter resources for communicating with people of differing backgrounds
- legislation, regulations, codes and policies relevant to access and equity, including:
  - Commonwealth, state or territory legislation
  - community standards and regulations
  - industry codes of practice

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  - organisational policies, procedures and practices
- past and present power relations and their impact on the workplace
- racism and discrimination and laws pertaining to these issues
- strategies for resolving differences or misunderstandings.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a compliance monitoring setting or an environment that accurately represents workplace conditions
- resources:
  - access to interpreter resources
- specifications:
  - workplace policies and procedures relating to stakeholder communication and relationships
- relationships:
  - evidence of interactions with people of differing cultural backgrounds

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL205 Present evidence in a court setting

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare and present own evidence related to observations in court according to courtroom protocols and procedures.

The unit applies to individuals who may be witnesses resulting from their role as observers. They may be required to present their own evidence as a witness in a judicial or quasi-judicial setting.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for and attend briefing with prosecutor	1.1 Confirm briefing arrangements prior to briefing with prosecutor 1.2 Confirm own evidence and relevant documentation required at

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	briefing with prosecutor or representative 1.3 Record and document briefing details and complete required actions according to prosecutor instructions
2. Prepare for presentation of own evidence	2.1 Confirm judicial proceedings, protocols, procedures and responsibilities and roles 2.2 Organise supporting evidence in accordance with own statement of evidence according to prosecutor instructions 2.3 Review own evidence to be presented for accuracy and completeness
3. Present own evidence	3.1 Present own evidence in court in a clear and concise manner 3.2 Adhere to judicial protocols and procedures 3.3 Follow prosecutor's instructions throughout proceedings 3.4 Provide advice and opinions as requested

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Interprets numerical data, graphs and charts related to evidence
Reading	• Interprets information of the type, quality and quantity necessary for presentation of evidence
Writing	• Completes accurate notes on briefing documentation
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role • Asks questions to clarify understanding or seek further information
Interact with others	• Uses modes of communication suitable to presentation of evidence, and makes adjustments to personal communication style to accurately convey information
Get the work done	• Interprets, organises and prepares evidence • Makes routine decisions relating to evidence preparation

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Skill	Description
	• Utilises or references previous court cases to support findings and recommendations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL205 Present evidence in a court setting	SFICOMP204B Present evidence in a court setting	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL205 Present evidence in a court setting

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has presented own evidence in a court setting on at least one occasion, including:

- preparing accurate own statement of evidence and documentation according to the prosecutor's requirements
- presenting own evidence in a clear, concise and logical manner, following courtroom protocols and procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- agency policies and procedures relating to evidence
- courtroom procedures and protocols in presenting evidence
- roles and responsibilities of officers of the court
- rules of evidence in a legal proceeding.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a courtroom or a mock court setting that accurately represents realistic conditions
- resources, equipment and materials:
  - sample prosecution brief
  - evidence relevant to the brief
- specifications:

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  - workplace policies and procedures relating to presenting evidence in court
- relationships:
  - evidence of interactions with legal personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL301 Maintain operational safety

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor, assess and maintain the operational safety of a workplace.

The unit applies to individuals who assess and respond to workplace situational safety risks, including the need for defensive tactics and personal defence equipment.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Monitor and assess situational risks in workplaces	1.1 Monitor workplace safety and make situational risk assessments according to agreed operational practices and the surrounding environment 1.2 Identify, assess and monitor potential risks to own safety, the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	safety of fellow officers and members of the public
2. Maintain a safe working environment	2.1 Identify, plan and implement operational safety responses and procedures to ensure safe working practices 2.2 Assess equipment, materials and environment for hazards, and plan protective action to ensure the health and safety of people 2.3 Evaluate and convey safety issues to relevant officers, and devise alternative responses 2.4 Identify, use and maintain appropriate personal protective equipment according to workplace requirements 2.5 Report faults, breakdowns or deficiencies in personal protective equipment to responsible officer 2.6 Identify incidents and record and report observations accurately, promptly and in the required format to relevant personnel
3. Employ defensive tactics	3.1 Assess situations correctly and make informed judgements as appropriate for the use of tactical communications, defensive tactics or physical restraint techniques 3.2 Use tactical communications, defensive tactics or restraining skills according to operational situation and organisational standard 3.3 Use personal defence equipment with due regard to personal safety and the safety of others at all times 3.4 Maintain personal defence equipment and report any losses, damage and faults immediately to the appropriate officer 3.5 Complete and submit documentation in the use of force or the use of accoutrements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Makes measurements and calculations for navigation

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Skill	Description
Reading	• Interprets instructions, topographical and navigational data
Oral communication	• Uses appropriate language to convey health and safety information
Navigate the world of work	• Applies workplace procedures to own role and responsibilities • Asks questions to clarify understanding or seek further information
Interact with others	• Adapts communication style and content, including personal, social and cultural factors, to resolve and de-escalate conflicts
Get the work done	• Makes decisions quickly and intuitively in familiar situations requiring immediate defensive response, drawing on past experience to consider possible implications of different responses, and selecting the best response

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL301 Maintain operational safety	SFICOMP413A Maintain operational safety	Updated to meet Standards for Training Packages Change to AQF indicator in unit code and minor amendments to performance criteria to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL301 Maintain operational safety

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored and maintained the operational safety of the workplace on at least one occasion, including:

- recognising and accurately assessing situational risks and hazards
- recording, reporting and advising others of safety incidents and issues or faults with personal defence equipment
- planning, implementing and adapting workplace safety responses to the situation
- employing appropriate tactical communications and defensive tactics as required by the situation
- using operationally appropriate deployment of personal defence equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- established strategies to optimise safety under a range of operational scenarios
- general duty of care responsibilities in maintaining operational safety
- logs or damage reports required and when they must be completed
- health and safety guidelines for lifting and carrying persons
- relevant state or territory organisational work health and safety legislation as it applies to policing
- organisational policy and procedures covering operational safety issues and practices
- potential risks associated with a full range of non-specialist operational activities
- use of tactical communications, including conflict resolution, mediation and incident de-escalation techniques
- the 'use of force', and its legal parameters and reporting requirements in relation to operations

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- considerations for communicating with the general community, including those with special needs and those with cultural differences.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fisheries monitoring compliance setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - personal defence equipment
  - reporting documentation
- specifications:
  - access to relevant state or territory work health and safety legislation
  - workplace procedures covering operational safety issues and practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL302 Exercise compliance powers

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to exercise compliance powers to enforce laws relating to traditional, recreational and commercial fisheries management and other associated legislation.

The unit applies to individuals who locate evidence by searching property in locations including sea, beach, inland waterways and landings. It involves entering and searching premises including vessels and vehicles, seizing property and arresting individuals.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Legislative requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Conduct searches of property, vessels and vehicles	1.1 Confirm decision to enter and/or search is made and conducted according to lawful authority and jurisdictional procedures 1.2 Ensure search process is comprehensive and adheres to operational

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	policy and procedures 1.3 Seize or collect, record and store property according to jurisdictional policy and legislative requirements 1.4 Apply tactical communication as required, according to jurisdictional guidelines, professional codes of conduct and with minimum risk to self, colleagues and the public 1.5 Document any damage and/or injuries incurred according to jurisdictional policy
2. Caution, report or arrest persons	2.1 Identify and investigate breaches of the law according to relevant jurisdictional law, policy and procedures 2.2 Ensure that the decision to caution, report or arrest is made at the discretion of the officer and is conveyed to the person concerned according to jurisdictional guidelines, professional codes of conduct and with minimum risk to self, colleagues and the public 2.3 Prepare and submit relevant and accurate documentation as required by law and/or jurisdictional policy 2.4 Transport suspects for further processing according to their legal rights and jurisdictional policy
3. Afford rights to suspects	3.1 Treat suspects in a fair, equitable and non-discriminatory manner, and with consideration to cultural sensitivities 3.2 Ensure suspects are made aware of, and provided with, their legal entitlements under relevant jurisdictional laws and procedures
4. Assess and preserve crime/incident scenes and assist in the investigation process	4.1 Assess crime or incident scenes for future investigation requirements 4.2 Secure crime or incident scenes to facilitate potential future investigatory activity, where necessary 4.3 Ensure all actions and reports taken at crime or incident scenes optimise the gathering and preservation of evidence and its lawful presentation in court

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Determines quantities of seized property
Reading	• Identifies and interprets relevant information and requirements of jurisdictional laws, by-laws and regulations and professional codes of conduct
Writing	• Prepares compliance reports and documents information
Navigate the world of work	• Interprets and follows regulatory requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role, to convey compliance requirements and breaches, suspect rights, outcomes and actions • Cooperates and collaborates with others to enter and search premises, vessels or vehicles, seize property and arrest individuals
Get the work done	• Plans and organises search activities and resources • Resolves and de-escalates conflicts; makes decisions about appropriate compliance response

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL302 Exercise compliance powers	SFICOMP302C Exercise compliance powers	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL302 Exercise compliance powers

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has exercised compliance powers for a suspected fisheries breach on at least one occasion, including:

- applying a search warrant
- using discretion to caution or arrest person/s
- applying defensive tactics, conflict resolution, mediation and/or incident de-escalation as required by the situation
- communicating clear and appropriate instructions and directives to suspects and other members of the public
- preparing accurate reports and documentation as required by the jurisdiction
- containing and preserving the crime or incident scene.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- human behaviour and the impacts of age, gender, ethnicity, social background and recreational practices, such as use of drugs and alcohol
- relevant state or territory jurisdictional laws and procedures for search and entry
- relevant state, territory or Commonwealth jurisdictional laws, by-laws and regulations relating to offences against state, territory and Commonwealth fisheries, existence of any land rights and customary fishing practices
- relevant state or territory jurisdictional policy and procedures covering reactive operational safety issues and practices
- exercising discretion in relation to jurisdiction guidelines and professional codes of conduct
- potential risks associated with operational policing
- reporting requirements in relation to operational safety matters

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- requirements for crime or incident scene preservation and investigation, as far as it relates to non-compliance with fisheries management regulations
- strategies to optimise safety under a range of operational scenarios
- use of tactical communications, including conflict resolution, mediation and incident de-escalation techniques
- the 'use of force', and its legal implications when exercising compliance powers
- relevant sections of Anti-Discrimination Act and Disability Act.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a compliance monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - persons, property, vessels and vehicles for searching
  - evidence of non-compliance/breaches of the law
  - required documentation for arrests
- specifications:
  - access to jurisdictional laws, policies and procedures relating to search and entry and offences against state, territory and Commonwealth fisheries
  - workplace policies and procedures, including advice on operational and safety practices
  - professional codes of conduct
- relationships:
  - evidence of interactions with real suspects or realistic scenarios or role-plays.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL303 Board vessel at sea

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to board vessels at sea in the course of monitoring or observation duties or assisting with multi-agency emergency and critical incident response.

The unit applies to individuals who develop a plan for boarding based on risk assessment, prepare and use personal and safety equipment and tender vessel to board subject vessel and use personal defence equipment where safety is compromised.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required to operate a vessel.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan boarding operation	1.1 Undertake risk assessment of factors affecting the boarding operation 1.2 Develop boarding plan according to agency guidelines and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedures 1.3 Share boarding plan with team members in briefing session 1.4 Ensure personal role and responsibility in the boarding party is understood
2. Carry out pre-boarding preparations	2.1 Undertake visual inspection of vessel and adjust boarding plan according to changed risk assessment 2.2 Prepare and check tender, ensuring pontoons are filled with air, have no leaks and there is sufficient fuel in tank and reserve 2.3 Securely stow equipment and supplies on tender and put on personal gear 2.4 Ensure responsibilities relevant to role and boarding plan are fulfilled
3. Board vessel	3.1 Follow relevant agency guidelines and procedures throughout boarding process 3.2 Use and respond to commands and signals as appropriate 3.3 Board and disembark vessel safely according to agency procedures 3.4 Ensure personal fitness level is adequate for boarding and inspection tasks 3.5 Conduct on-board inspection, following boarding and inspection guidelines and procedures 3.6 Maintain situational awareness at all times 3.7 Use personal defence equipment if safety of fisheries officers is threatened 3.8 Prepare to evacuate boarded vessel in the event of an emergency
4. Complete post-boarding operation	4.1 Provide assistance appropriate to team member role in retrieval of tender to master vessel 4.2 Refuel tender and check for serviceability 4.3 Report on boarding operation, adherence to agency guidelines and procedures, and effectiveness of boarding team at debriefing session

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Counts crew numbers • Estimates size of vessels, length, height and speed • Estimates catch • Calculates the amount of fuel required for a boarding operation
Writing	• Takes notes as evidence
Interact with others	• Adapts communication style, conventions and protocols, including personal, social and cultural factors, to interact with crew, other officers and public • Uses active listening, observational and questioning techniques to confirm and clarify understanding or seek further information • Collaborates with team members to achieve joint outcome
Get the work done	• Makes critical and non-critical decisions during boarding operations, and adjusts approach as necessary

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL303 Board vessel at sea	SFICOMP415A Board vessel at sea	Updated to meet Standards for Training Packages Change to AQF indicator in unit code and minor amendments to performance criteria to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL303 Board vessel at sea

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has boarded and disembarked a vessel at sea for monitoring or observation activities or to assist in an incident response, on at least one occasion, including:

- developing a boarding plan using a risk assessment approach
- using observation skills to carry out on-board inspections and to maintain situational safety
- using the appropriate personal gear and defence equipment for boarding purpose
- communicating with team members during planning briefing and debriefing meetings
- deploying a ladder from tender or using climbing techniques to board vessel
- using the correct commands and signals during boarding, disembarking and on-board inspection
- undertaking post-boarding procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- agency guidelines and procedures relevant to boarding and disembarking a vessel at sea and conducting an on-board inspection
- climbing techniques for ladders and boarding vessels at sea
- communication techniques for:
  - commanding and signalling during the on-board operation
  - instructing crew and skipper of boarded vessel
- risk assessment as part of planning the boarding process
- roles and responsibility of boarding party members
- types of vessels and their implications when boarding
- water safety techniques, including:

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- water entry
- deployment of personal flotation device
- individual and group survival techniques
- drown-proofing technique for surviving in water disaster scenarios.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated on vessel at sea or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - a tender, vessel and boarding equipment
  - personal and safety gear and defence equipment
- specifications:
  - agency guidelines and procedures
- relationships:
  - evidence of interactions with team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL304 Support the judicial process

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform a supporting role in the judicial process.

The unit applies to individuals who prepare and manage evidence, support witnesses, present evidence and follow up on the outcomes of proceedings.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare and forward court documents	1.1 Prepare own statement of evidence according to jurisdiction legal rules of evidence 1.2 Prepare the brief of evidence based on comprehensive and accurate elements of offences and points of proof 1.3 Ensure brief of evidence complies with jurisdictional, court-required, document formats and presentation standards 1.4 Ensure brief of evidence and management of exhibits comply with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	jurisdiction legal rules of evidence 1.5 Forward documents including summonses to relevant persons and authorities within required timeframe
2. Manage and support witnesses	2.1 Identify witnesses and arrange court appearances 2.2 Arrange and serve witness summonses in accordance with jurisdictional law to ensure witness attendance at courts 2.3 Maintain liaison and support of witnesses before, during and after the trial 2.4 Support witness preparation in an ethical manner to enable them to present their evidence in court
3. Liaise with and assist prosecuting authority	3.1 Confirm arrangements, role and involvement in court proceedings 3.2 Provide documentation to support the prosecution's case 3.3 Maintain informal and formal communication channels with the prosecuting authority 3.4 Observe and adhere to judicial guidelines, protocols and legal requirements at all times
4. Present evidence	4.1 Adhere to proceedings and protocols relevant to the jurisdiction throughout the court proceedings 4.2 Adhere to rules of evidence relevant to the jurisdiction 4.3 Ensure demeanour is appropriate and evidence is presented to professional standards 4.4 Ensure considered expert evidence is consistent with qualifications and expertise and is provided on request
5. Undertake post-court procedures and follow up outcomes of proceedings	5.1 Return or dispose of property and exhibits following proceedings 5.2 Notify relevant parties of court results in a timely manner 5.3 Discuss, constructively and objectively, avenues of possible further action with a prosecuting authority as necessary 5.4 Note and file the outcomes of the proceedings and complete reports 5.5 Complete any required actions from outcomes of the proceedings

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Determines quantities of seized property • Measures and compares quantities and weights
Reading	• Interprets and identifies relevant information and requirements of jurisdictional laws, by-laws and regulations, briefing information and relevant court documents
Writing	• Prepares detailed and comprehensive briefing evidence and documents • Records compliance monitoring activities
Navigate the world of work	• Interprets and follows regulatory requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role and judicial process, cultural awareness, ethical behaviour and integrity • Uses active listening, observational and questioning techniques to confirm and clarify understanding, seek further information, establish rapport, negotiate and resolve conflict
Get the work done	• Operate and access computer technology to prepare and store documentation • Maintain privacy and security of information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL304 Support the judicial process	SFICOMP315A Support the judicial process	Updated to meet Standards for Training Packages Removal of one element and amendments to elements and performance criteria to better reflect outcomes	Equivalent unit

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Links

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Assessment Requirements for SFICPL304 Support the judicial process

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed a brief of evidence for at least one court proceeding, including:

- liaising with witnesses, prosecution authority and court personnel
- presenting evidence at the proceeding in a clear and concise manner
- following up on post-proceeding matters.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- agency policies and procedures relating to preparation of documents and evidence, and providing expert opinion
- different judicial and quasi-judicial systems at which fisheries compliance matters are heard or prosecuted, and their procedures and protocols
- general principles of criminal liability
- relevant law, including the rules of evidence and continuity of evidence, policy and procedures
- role of legal personnel in judicial and quasi-judicial systems
- types of evidence admissible in judicial and quasi-judicial systems
- use of notes in courts, tribunals or commissions
- witness summons and preparation process and procedures according to jurisdictional law
- post-court procedures, including reporting outcomes of the proceedings.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a courtroom and legal setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - case materials, witnesses, and judicial forms
- specifications:
  - access to judicial guidelines, court protocols and procedures, including witness protection
- relationships:
  - evidence of interactions with witnesses and legal personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL305 Perform administrative duties

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform a range of administrative functions for a fisheries compliance agency.

The unit applies to individuals who prepare, submit and assess documentation according to organisational, licensing and regulatory requirements.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage administrative tasks, correspondence and records	1.1 Assess, prioritise and execute administrative tasks to ensure effective operations 1.2 Complete correspondence and records accurately and in a timely manner

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Maintain correspondence and departmental reports and forms securely 1.4 Record movement of correspondence and records 1.5 Submit and store correspondence and records
2. Maintain notes and records	2.1 Complete notes and records of duties performed 2.2 Ensure notes are current and accurately maintained
3. Complete and submit departmental reports and forms	3.1 Complete documentation according to organisational requirements, laws and regulations 3.2 Ensure content of forms and reports is accurate and complete, legible, understandable and in the correct format 3.3 Submit documentation within the required timeframe
4. Process documentation for licences and regulatory authorisations	4.1 Ensure procedures for preparation and assessment for licences and regulatory authorisations are correct 4.2 Carry out document assessment procedures and applicant security checks 4.3 Ensure appropriate licence authority is correctly issued and details recorded

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets applications and related documentation
Navigate the world of work	• Interprets and applies workplace requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role • Uses questioning to confirm and clarify understanding or seek further information

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Skill	Description
	• Cooperates and collaborates with others to undertake and complete administrative activities
Get the work done	• Plans, organises and prioritises own work activities and resources • Accesses databases to check applicant details/history • Uses information and communication technology to perform administrative duties

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL305 Perform administrative duties	SFICOMP318A Perform administrative duties	Updated to meet Standards for Training Packages Element 5 removed and minor amendment to elements for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL305 Perform administrative duties

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has carried out administrative duties on at least one occasion, including:

- prioritising and organising administrative tasks
- accurately completing and/or maintaining documentation, including correspondence, records, notes, forms and reports
- processing, submitting and/or storing documentation according to organisational requirements, laws and regulations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- procedures for managing administrative tasks and maintaining a record of duties performed
- jurisdictional laws, by-laws and regulations relating to the preparation of documentation
- issuing of licences and requirements of relevant authorities
- various types of departmental and licensing system documents, proformas and logs and the preparation and assessment requirements for each.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fisheries compliance agency setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:

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  - access to appropriate departmental proformas, licence applications, property books and storage systems
  - computer with access to information databases to enable applicant suitability checks
- specifications:
  - access to relevant laws and regulations relating to the preparation of documentation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL306 Gather, collate and record information

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to gather, collate and record information for fisheries or aquaculture related issues.

The unit applies to individuals who are required to obtain statements, conduct interviews and use fishery or aquaculture database systems to document information. It includes situations where freedom of information and privacy legislation apply.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Obtain, record and analyse information from the community	1.1 Seek, collect and record information relevant to fishery or aquaculture issues 1.2 Analyse, sort and collate information in relation to the purpose for

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	which it is being obtained 1.3 Ensure contents of the information recording forms and reports are complete, accurate, concise, legible, understandable and in the required format
2. Conduct interviews	2.1 Plan, manage and conduct interviews to gather maximum amount of information relevant to the matter being examined 2.2 Ensure all interviewees are afforded their legal rights and treated fairly and equitably according to judicial standards 2.3 Employ interview techniques that comply with jurisdictional law and agency codes of ethics and practice 2.4 Operate interview and evidence recording equipment according to judicial standards
3. Take and compile statements	3.1 Obtain statements relevant to the matter being examined 3.2 Use active listening and effective questioning to extract and clarify details. 3.3 Prepare comprehensive statements relevant to the matter being examined according to judicial standards
4. Use information and database systems	4.1 Check information entered on database systems is accurate, understandable, complete and verifiable, and the required agency data entry security procedures are adhered to 4.2 Identify and access appropriate sources of information 4.3 Retrieve valid information from appropriate database systems 4.4 Comply with freedom of information and privacy laws or guidelines 4.5 Sort and collate information collected according to agreed criteria 4.6 Access and store information according to agency codes of ethics and practice

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Identifies and interprets relevant information and requirements of jurisdictional laws, by-laws and regulations • Interprets and compares records and documents
Writing	• Records fishery or aquaculture related information
Navigate the world of work	• Interprets and follows workplace requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role
Get the work done	• Plans and organises own work activities and resources • Resolves and de-escalate conflicts; makes decisions about appropriate compliance response

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL306 Gather, collate and record information	SFICOMP316A Gather, collate and record information	Updated to meet Standards for Training Packages Element 5 removed to better reflect unit intent	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL306 Gather, collate and record information

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has gathered, collated and recorded fishery or aquaculture information according to jurisdictional laws, from each of the following sources on at least one occasion each:

- community members or forum
- an individual for purpose of preparing a statement
- an individual through interview
- information systems and technology.

In doing the above, evidence must also include:

- obtaining information relevant to the matter
- sorting and collating information relevant to the purpose
- recorded information in the required format.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information types and sources relating to fisheries or aquaculture issues
- jurisdictional laws, by-laws and regulations relating to:
  - fisheries management
  - environmental management
  - offences against persons and property
  - accessing information systems
  - privacy and freedom of information
  - the rights of individuals in relation to the conduct of interviews and statement compilation

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- procedures and security measures for accessing, storing and retrieving data from fisheries or aquaculture databases
- effective interviewing techniques that comply with jurisdictional law and codes of ethics
- procedures relating to taking statements and interviewing.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fisheries or aquaculture compliance monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to interview and evidence recording equipment
  - access to sources of information, including database systems
- specifications:
  - access to jurisdictional laws and regulations, freedom of information and privacy laws and guidelines, codes of ethics and practice
- relationships:
  - evidence of interactions with suitable people to interview.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL307 Facilitate effective communication in the workplace

Modification History

Release	**Comments**
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to communicate effectively in the line of duty as a fisheries officer.

The unit applies to individuals who work in a fisheries compliance monitoring role and who are required to use appropriate communication and conflict resolution skills when dealing with individuals and team members in a one-to-one situation or in meetings.

No licensing or certification requirements apply to this unit at the time of publication. Check with the relevant state or territory regulator for the legislative requirements that may apply to this unit.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess situations and adapt communication technique accordingly	1.1 Tailor verbal communication to the identified audience 1.2 Assess and respond appropriately to body language of audience 1.3 Use active listening skills and questioning techniques to clarify issues or problem areas for resolution 1.4 Select communication strategies that are appropriate to the social

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and personal needs of the receiver and are according to agency code of ethics and policies and procedures 1.5 Seek expert advice where required, or make referrals according to agreed procedures 1.6 Identify and check contradictions, ambiguities, uncertainties or misunderstandings with a range of sources and references
2. Communicate effectively in the workplace	2.1 Apply communication techniques and skills to effectively communicate with individuals and teams, including those of different cultures, according to agency code of ethics and policies and procedures 2.2 Make sure communication is clear, concise and accurate
3. Participate in meetings	3.1 Brief supervisors and other team members on the meeting's purpose and proposed items to be raised 3.2 Research and obtain documents to be used for the meeting 3.3 Prepare own contributions relevant to the purpose of the meeting and supportive of the organisation's goals and objectives 3.4 State and substantiate own position clearly and effectively
4. Use conflict resolution and negotiation skills to address issues and incidents	4.1 Maintain control and objectivity at all times in conflict situations 4.2 De-escalate situational conflict according to agency code of ethics and policies and procedures 4.3 Separate persons in conflict, where appropriate, and negotiate or impose relevant solutions 4.4 Access and use external agencies where required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Learning	• Identifies and clarifies areas of learning need

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Skill	Description
Navigate the world of work	• Identifies and describes own skills, knowledge and experience within context of job role • Seeks advice and feedback on current communication performance
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role and context • Recognises personal strengths and challenges associated with communicating, resolving conflict and negotiating outcomes effectively
Get the work done	• Takes initiative for making decisions in non-routine communication situations, and evaluates effectiveness

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL307 Facilitate effective communication in the workplace	SFICOMP317A Facilitate effective communication in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL307 Facilitate effective communication in the workplace

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has facilitated effective communication in at least three workplace compliance activities, including:

- using communication techniques relevant to the situation
- interacting and communicating effectively with diverse cultures
- presenting information to individuals and teams based on prior investigation
- responding appropriately to conflict situations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- agency codes of ethics and policy and procedures relating to effective communication
- agency policy and operational procedures regarding critical incident negotiation and conflict resolution
- barriers to effective communication in the workplace
- effective interpersonal and group communication processes
- impacts of age, gender, ethnicity, cultural connection to the natural resource, special needs groups, personality, and drugs and alcohol on the communication process
- meanings of various body language forms
- state or territory anti-discrimination legislation
- range of support agencies to assist with communication issues and incidents, and the types of services offered.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a fisheries compliance monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - meeting documentation
- specifications:
  - access to relevant legislation, agency policies, procedures and codes relating to workplace communication and compliance monitoring
- relationships:
  - evidence of interactions with individuals and team members operating in a fisheries environment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL308 Monitor fish catches for legal compliance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor fish catches and fisheries quotas for legal compliance, and record and report all compliance activities.

The unit applies to individuals who assess fish catches against standards for specific species that may include size, quantity and types of catching equipment used in the catching process.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Monitor fish catches for legal compliance	1.1 Monitor catches for compliance with regulated limits for species 1.2 Monitor fish catching devices for compliance with regulated limits, procedures, and registration and licence conditions 1.3 Identify and act upon breaches of legislation and regulations

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	according to jurisdictional procedures 1.4 Carry out compliance monitoring activities according to industry hygiene and sanitation practices 1.5 Carry out all compliance monitoring activities in a manner that ensures the safety of personnel and equipment 1.6 Record and report legal compliance monitoring activities according to jurisdictional procedures
2. Monitor fisheries quota compliance	2.1 Monitor catch and catch disposal records for compliance with industry and regulated reporting procedures 2.2 Compare estimated and actual weights of catch and identify variations greater than acceptable industry standards 2.3 Compare recorded and actual quantities of fish in catch and identify variations greater than industry standards 2.4 Investigate non-compliant weight and quantity variations 2.5 Record and report fisheries quota compliance monitoring activities according to organisation procedures
3. Monitor market documentation for fish sales and purchases	3.1 Ensure market documentation matches purchase records, and identify discrepancies 3.2 Ensure sales documentation and business records comply with regulations 3.3 Record and report sales and purchase compliance monitoring activities according to jurisdictional procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Measures and compares quantities and weights
Reading	• Interprets and compares records and documents

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Skill	Description
Writing	• Records compliance monitoring activities
Navigate the world of work	• Interprets and follows regulatory requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role, to monitor and investigate compliance requirements and breaches • Cooperates and collaborates with others to monitor legal and quota compliance
Get the work done	• Plans and organises own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL308 Monitor fish catches for legal compliance	SFICOMP308C Monitor fish catches for legal compliance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL308 Monitor fish catches for legal compliance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted compliance monitoring activities for fish catches and devices on at least one occasion, including:

- monitoring size, weight and catch limits relevant to the fish species
- monitoring the fishery records and documents
- identifying variations and discrepancies in weights and quantities
- following safety and hygiene and sanitation practices during monitoring activities
- preparing accurate records and reports on compliance monitoring activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- fishing methods and technologies used by fishers in the local region
- regulations relating to fish catches, nets and other fish catching devices, fishing methods and other related equipment
- legislation and regulations relating to the commercial and recreational fishing industry and existing land rights, including biosecurity, translocation and quarantine
- regulations and industry standards applying to fish processors and fisheries quotas
- jurisdictional and organisation procedures for recording and reporting compliance monitoring activities
- industry hygiene and sanitation practices relevant to compliance monitoring activities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fish and fisheries compliance monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - fish species likely to be monitored for compliance
  - measuring devices
  - nets and fish catching devices and other equipment related to fish catching likely to be monitored for compliance
- specifications:
  - access to legislation and regulations relevant to traditional, commercial and recreational fishing and compliance monitoring activities
  - workplace procedures for monitoring fish catches, including advice on industry hygiene and sanitation practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL309 Conduct fisheries management awareness programs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare, deliver and evaluate fisheries management awareness programs for commercial, recreational and traditional fishers and the general public.

The unit applies to individuals who are responsible for raising awareness of fisheries management related matters, including ethical and sustainable fishing practices, compliance and Indigenous land rights, based on the specific needs for industry and the community.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan awareness programs	1.1 Determine objectives of program in consultation with relevant personnel 1.2 Identify and obtain resources within organisation that support the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	promotion and awareness program 1.3 Develop draft program structure that considers target group, location and message, and gain feedback from relevant personnel 1.4 Finalise program, incorporating feedback as required 1.5 Source and organise appropriate venue, presentation equipment and marketing materials for target group
2. Deliver awareness programs	2.1 Present information in a clear and logical sequence appropriate for target group 2.2 Use presentation equipment and marketing aids and materials in an effective manner to assist participants in understanding messages 2.3 Use case studies for descriptive purposes where appropriate 2.4 Provide opportunities for participants to ask questions to clarify points, and opportunities to discuss issues 2.5 Answer questions and refer queries outside the area of responsibility or expertise to relevant personnel
3. Evaluate effectiveness of awareness programs	3.1 Seek and analyse feedback from participants 3.2 Review own performance against objectives and participant feedback 3.3 Review suitability of approach, content and outcomes of presentation as guide for further programs 3.4 Use evaluation outcomes to make improvements to further awareness programs

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Interprets and integrates fisheries management data into presentation materials
Reading	• Analyses resources to identify key points for inclusion in information materials and presentations

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Skill	Description
Oral communication	• Uses appropriate language to present information
Writing	• Develops program structures
Navigate the world of work	• Applies knowledge of legislation and policies relevant to ethical and sustainable use of marine and freshwater environments

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL309 Conduct fisheries management awareness programs	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL309 Conduct fisheries management awareness programs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned and delivered at least one fisheries management awareness program to two different groups, or two different programs delivered to the same group, including:

- developing a program structure appropriate for target group, location and message
- organising venue and resources
- presenting clear and concise messages
- encouraging discussion from participants and responding to questions
- identifying improvement for future presentation through evaluation activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- fisheries management principles, legislation, guidelines and processes relevant to the target group
- educational resources and support available from the organisation
- Indigenous land rights and cultural activities, including fishing by traditional methods
- structure and function of the fisheries compliance organisation
- effective presentation techniques and aids relevant to the target audience.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fisheries management promotional setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - access to legislation and regulations relevant to traditional, commercial and recreational fishing
  - presentation equipment and promotional materials
- relationships:
  - evidence of interactions with audience.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL401 Conduct an investigative audit

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and conduct an investigative audit, evaluating evidence of record keeping compliance and unlawful transactions related to fisheries compliance.

The unit applies to individuals who conduct investigative audits within a single fishery business, or who follow a transaction trail across several businesses along the supply chain.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine audit risk	1.1 Develop knowledge of business structures and practices associated with fish production records, processing, wholesale and retail marketing 1.2 Determine scope of audit program in the context of relevant fisheries management arrangements, fraud risk assessment and available intelligence

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Develop audit plan	2.1 Define initial audit objectives based on type of business being audited 2.2 Determine resources required to conduct audit, and plan for their allocation
3. Identify operating systems for the business entity being audited	3.1 Prepare flowchart and working papers documenting business operating systems 3.2 Assess potential for targeted activity within business entity fishing operation 3.3 Assess potential for success in locating authentic material information and evidence related to targeted activity and audit objectives 3.4 Select appropriate audit methodologies and types of material information and evidence
4. Conduct investigative audit	4.1 Incorporate selected audit methodologies into audit plan and adjust, as required, by the audit progress 4.2 Conduct stocktake according to audit plan 4.3 Perform substantive tests of transactions within the business operating systems for the time period specified in audit plan, and identify anomalies and irregularities 4.4 Document results of investigations
5. Evaluate, review and report on the audit	5.1 Ensure information and evidence obtained is sufficient, complete, reliable and valid 5.2 Ensure evidence meets jurisdictional requirements for admissibility of evidence 5.3 Prepare and issue audit report to relevant authorities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Numeracy	• Evaluates transactions • Prepares audit plans, programs and reports
Reading	• Reads, interprets, analyses and evaluates business and processing documentation
Writing	• Writes audit plans, programs and reports
Navigate the world of work	• Applies knowledge of legislation and policies relevant to audit • Recognises and responds to explicit and implicit investigation protocols • Works independently and collectively within broad parameters
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to exchange and clarify information with others
Get the work done	• Uses computer technology and digital equipment related to investigative audits • Maintains secure access to digitally stored and transmitted information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL401 Conduct an investigative audit	SFICOMP501C Conduct an investigative audit	Updated to meet Standards for Training Packages Change to AQF indicator in unit code to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL401 Conduct an investigative audit

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted an investigative audit for a fishery business on at least one occasion, including:

- identifying the scope of audit program
- developing an audit plan that defines objectives and required resources to conduct the audit
- documenting and assessing the business operating systems
- conducting a stocktake and testing of transactions
- developing an audit report based on validated and reliable investigative results.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- jurisdictional laws, policies and procedures relevant to fisheries management compliance
- audit procedures and techniques, including data pattern matching
- business's operating systems, including fish production records, product movement, processing, sales, purchases, receivals, inventory and financial
- evidence gathering and maintenance in accordance with rules of evidence
- fraudulent practices used within the seafood industry
- seafood industry business practices.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fishery auditing setting or an environment that accurately represents workplace conditions
  - operational business to audit
- resources, equipment and materials:
  - computer and data analysis software
- specifications:
  - business-related documentation
  - access to jurisdictional laws, policies and procedures relevant to fisheries management compliance.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL402 Plan the surveillance operation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan a surveillance operation as part of a team.

The unit applies to individuals who work in surveillance teams to plan, allocate resources to and organise a static or mobile surveillance operation, including any reconnaissance that may be required.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdictions for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan the surveillance operation	1.1 Confirm and clarify tasking brief with team leader or client 1.2 Determine type of surveillance operation, confirming priorities and timeframe with team leader

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Ensure that aims and objectives of surveillance operation are clearly understood by all parties 1.4 Analyse variables and constraints impacting on the operation in consideration of jurisdictional policies, procedures and laws 1.5 Select resources and discuss limitations with team leader 1.6 Identify and assess alternative surveillance techniques 1.7 Prepare a reconnaissance plan with team within the agreed timeframe
2. Conduct reconnaissance of nominated location	2.1 Identify entry and exit points of nominated location with team 2.2 Define location, surrounding environment, security monitoring devices, vehicles and equipment and storage facilities according to legislative and procedural requirements 2.3 Identify appropriate surveillance coverage and observation points for the location 2.4 Use maps, aerial or ground photographs and video to enhance reconnaissance 2.5 Identify and survey primary subject frequency points and associates 2.6 Prepare a reconnaissance report with team within the agreed timeframe
3. Prepare the surveillance plan	3.1 Prepare the surveillance plan based on reconnaissance and other available information with team 3.2 Identify operational, environmental and resource requirements critical to surveillance operation 3.3 Identify, assess and select appropriate surveillance techniques 3.4 Ensure personal responsibilities are understood and operational orders are interpreted

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Numeracy	• Determines resource quantities and location information
Reading	• Interprets maps, photos and video
Writing	• Prepares reconnaissance reports and related documentation
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to describe and report on observations with team members • Uses active listening, observational and questioning techniques to confirm and clarify tasking brief and related surveillance information
Get the work done	• Makes and reviews critical and non-critical decisions regarding selection of surveillance and reconnaissance techniques, equipment and resources • Operates and maintains digital surveillance and communication technology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL402 Plan the surveillance operation	SFICOMP402C Plan the surveillance operation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL402 Plan the surveillance operation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned at least one surveillance operation as part of a team, on at least one occasion, including:

- developing a reconnaissance plan against the aims and objective of the surveillance operation
- investigating the location with the use of maps, video and photographic equipment
- developing and communicating the surveillance plan based on documented reconnaissance outcomes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- jurisdictional policies, procedures and laws, especially relating to privacy and trespass
- local knowledge relevant to surveillance operations
- information and resource requirements for reconnaissance and surveillance
- reconnaissance and surveillance methods used in surveillance operations
- types and uses of surveillance equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a surveillance planning setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - surveillance equipment required for reconnaissance

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- specifications:
  - access to relevant legislation, including legislation related to privacy and trespass
  - job specifications/client brief
- relationships:
  - evidence of interactions with work team and team leader.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL403 Operate and maintain surveillance equipment

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to operate and maintain surveillance equipment according to communication protocols.

The unit applies to individuals who use radio communication and electronic equipment to record observations during a surveillance operation.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Operate and maintain surveillance equipment	1.1 Select, operate and maintain surveillance equipment according to surveillance plan, jurisdictional policies, procedures and laws, and operational requirements 1.2 Maintain security of equipment and communications throughout

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	the surveillance operation 1.3 Produce photographs and video footage that meet surveillance operational and legislative requirements 1.4 Connect, use and operate covert communication attachments 1.5 Identify the use by subjects of scanner and interceptor equipment, and make the appropriate response
2. Participate in surveillance communication protocols	2.1 Select communications equipment appropriate for the transmission distances required for the surveillance operation 2.2 Identify and use radio communication channels appropriate to the surveillance operation 2.3 Use secure coding equipment and secure transmission modes appropriate to surveillance operational requirements 2.4 Document observations, ensuring communication is clear, concise, accurate, timely and relevant, using surveillance terminology as appropriate

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Determines resource quantities and location information
Reading	• Interprets maps, photos and video
Writing	• Prepares reports and related documentation
Interact with others	• Collaborates with other colleagues and team in the achievement of surveillance outcomes
Get the work done	• Devises and implements solutions for problems, adapting past experiences to solve unfamiliar problems

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL403 Operate and maintain surveillance equipment	SFICOMP403C Operate and maintain surveillance equipment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL403 Operate and maintain surveillance equipment

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has operated and maintained surveillance equipment for at least one surveillance operation, including:

- using a camera to produce photographs that meet surveillance operational requirements
- using video equipment to produce video footage that meets surveillance operational requirements
- maintaining security of equipment and communication equipment while undertaking surveillance operations
- applying the appropriate communication protocols during surveillance operations
- documenting the observations using clear and relevant terminology.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- evidentiary requirements for surveillance operations
- image media types and their application for a range of surveillance requirements
- legislative requirements relating to surveillance work and tendering evidence in court
- local knowledge relevant to surveillance operations
- types of surveillance equipment, including operating procedures and maintenance requirements
- types of scanner and interceptor equipment and detection methods
- communication protocols relevant to surveillance operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a surveillance operation setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - surveillance equipment required for surveillance method
- specifications:
  - surveillance plan
  - manufacturer operating instructions for surveillance equipment
  - access to jurisdictional policies and laws relating to surveillance operations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL404 Operate an observation post

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to operate an observation post as part of a surveillance team.

The unit applies to individuals who work in surveillance teams to operate the post in a manner consistent with maintaining the covert nature of the surveillance activity, record observations and close down the post at the end of the operation.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in selection of the observation post position	1.1 Assess suitability of potential observation posts against the aims and objectives of the operation and security issues 1.2 Contribute to selection of appropriate observation post

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Liaise with other areas within the organisation and outside agencies as appropriate 1.4 Cover subject movements through appropriate observation positioning, and according to relevant jurisdictional policies, legislative and procedural requirements
2. Participate in establishment of the observation post	2.1 Contribution to installation and operation of communication equipment 2.2 Establish appropriate recording facilities 2.3 Establish observation post covertly and securely, and according to health and safety requirements
3. Participate in maintenance of observation post	3.1 Operate observation post according to security procedures 3.2 Ensure demeanour and dress are consistent with the environment 3.3 Ensure surveillance positions are not compromised during arrival and departure from observation post 3.4 Conceal or disguise equipment when being used in surveillance operations 3.5 Maintain security of equipment and evidence and covert nature of the operation when observation post is not in use 3.6 Recognise and apply counter-surveillance measures as appropriate 3.7 Recognise and apply anti-surveillance techniques according to legislative and procedural requirements
4. Record observations	4.1 Identify the subject correctly 4.2 Make accurate observations and keep appropriate records according to evidentiary requirements 4.3 Use relevant recording procedures according to relevant jurisdictional policies and legislative requirements 4.4 Identify subject exit and entry points 4.5 Complete running sheets according to the prescribed format 4.6 Disseminate surveillance product in a timely and acceptable manner where required
5. Close down the observation post	5.1 Clear the observation post site of agency surveillance presence 5.2 Account for and return equipment according to procedural requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.3 Undertake debriefing with others in organisation and outside agencies as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Determines location information
Reading	• Interprets maps, photos and video
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to communicate with team members • Collaborates with other colleagues and team in the maintenance of the observation post
Get the work done	• Makes non-critical and some critical decisions regarding surveillance and communications • Operates and maintains digital surveillance and communication technology

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFICPL404 Operate an observation post	SFICOMP404C Operate an observation post	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL404 Operate an observation post

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has operated an observation post as part of a team for at least one surveillance operation, including:

- contributing to the assessment, selection and establishment of the observation post
- securely maintaining the observation post while observing subjects
- setting up and maintaining the cover and security of communication and recording equipment
- applying the appropriate counter-surveillance measures and anti-surveillance techniques
- recording observations and evidence using all of the following:
  - surveillance communication equipment
  - video and photographic equipment
  - running sheets
- undertaking procedures to close down the observation post
- reporting on observations internally and/or externally.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- jurisdictional policies, procedures and laws relating to surveillance and evidentiary requirements
- local knowledge relevant to surveillance operations
- operational procedures for surveillance equipment
- security requirements for observation posts and equipment
- surveillance and counter-surveillance methods used in operating observation posts.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a surveillance operation setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - surveillance communication equipment
  - video and photographic equipment
  - running sheets
- specifications:
  - surveillance plan
  - access to jurisdictional policies and legislation relating to surveillance, evidentiary, security and health and safety requirements
- relationships:
  - evidence of interactions with work and team leader.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL405 Perform post-surveillance duties

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to carry out post-surveillance duties. It requires the ability to maintain and store surveillance equipment, prepare surveillance products in support of court proceedings or other client needs, and disseminate information gathered during surveillance to the client

The unit applies to individuals who participate in post-surveillance duties to complete the surveillance operation.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Store, secure and maintain surveillance equipment	1.1 Store equipment post-surveillance according to operating instructions

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Maintain security of equipment when not in use 1.3 Conduct maintenance of equipment according to a maintenance schedule
2. Prepare surveillance product	2.1 Label and store witness statements, photographs, video footage and surveillance exhibits 2.2 Disseminate information gathered during surveillance to relevant parties 2.3 Revise running sheets based on the accuracy of the observation 2.4 Maintain continuity and security of surveillance product to a standard that meets court requirements
3. Participate in debriefing session on the surveillance activity	3.1 Attend debriefing session and provide information and feedback relating to the surveillance activity as required 3.2 Make contributions to the post-surveillance report commensurate with level of responsibility and involvement in the surveillance activity

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Estimates height, weight and number of people • Estimates quantities and sizes
Reading	• Interprets and analyses surveillance-related information
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to convey and disseminate information and feedback

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL405 Perform post-surveillance duties	SFICOMP405C Perform post-surveillance duties	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL405 Perform post-surveillance duties

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has carried out post-surveillance duties for at least one surveillance operation, including:

- securely storing and maintaining equipment
- finalising running sheets based on an analysis of gathered information
- labelling and storing evidence in preparing the surveillance product
- preparing briefs and communicating observations and analysis results to others.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- jurisdictional policies, procedures and laws relating to surveillance operations and evidentiary requirements
- maintenance, storage and security of surveillance equipment
- surveillance products and components
- post-surveillance reporting procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a post-surveillance setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - exhibits

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  - surveillance equipment requiring maintenance, including manufacturer operating instructions
- specifications:
  - access to jurisdictional policies and procedures and legislation related to surveillance operations and evidence
  - surveillance plan
  - scheduled maintenance program for surveillance equipment
  - running sheets
- relationships:
  - evidence of interactions with surveillance work team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL406 Perform mobile surveillance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform mobile surveillance.

The unit applies to individuals who are required to carry out surveillance on foot, via vehicle and via public transport, consistent with the covert nature of the surveillance activity, and to apply alternative surveillance techniques in response to changes in the operation.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Licences will be required if operating a vehicle.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain mobile surveillance	1.1 Confirm the identity of subject for surveillance 1.2 Select and prepare officers for surveillance team and equipment

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	for the environment in which surveillance will be undertaken 1.3 Maintain continuous surveillance of subject according to operational requirements and relevant jurisdictional policies and procedures and legislation 1.4 Monitor subject movements under all conditions through appropriate observation positioning, including covering exit and entry points to the area 1.5 Use communication techniques and equipment according to operational requirements 1.6 Complete running sheets in the prescribed format that include accurate descriptions of subjects, vehicles and location 1.7 Keep equipment and evidence secure during the surveillance operation
2. Maintain covert nature of surveillance operation	2.1 Maintain the covert nature of the surveillance using techniques appropriate for foot and/or vehicle surveillance according to relevant jurisdictional policies and procedures and legislation 2.2 Check surveillance positions are not compromised by movement of officers during period of observation 2.3 Recover officers performing foot surveillance without compromise 2.4 Conceal or disguise equipment and documentation during surveillance operation
3. Respond to changes in surveillance operation	3.1 Apply appropriate search techniques following loss of subject 3.2 Recognise the need for counter-surveillance and/or anti-surveillance techniques, and select and apply appropriate actions according to relevant jurisdictional policies and procedures and legislation 3.3 Manage timing and position of changeovers to control surveillance of subject and security of officers, and to ensure the covert nature of the operation 3.4 Identify and request the need for alternative surveillance techniques 3.5 Use appropriate static surveillance positions to support mobile surveillance operation as determined by the surveillance plan or in response to changing requirements of the current operation

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates time, distances and/or quantities • Estimates height, weight and number of people • Estimates quantities and sizes of product
Reading	• Interprets and analyses information and maps
Writing	• Completes and maintains running sheets
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to communicate with team members • Collaborates with surveillance officers and other team members in the achievement of surveillance outcomes
Get the work done	• Resolves and de-escalates conflicts • Manages risks around the safe use and security of surveillance equipment and products

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL406 Perform mobile surveillance	SFICOMP406C Perform mobile surveillance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL406 Perform mobile surveillance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has performed mobile surveillance for at least one surveillance operation, including:

- selecting and preparing surveillance team and required equipment for the operation
- identifying, monitoring and documenting surveillance of subject
- maintaining security of equipment and evidence
- applying appropriate foot and/or driving surveillance skills for the covert nature of the surveillance
- applying the appropriate actions in responding to contingencies
- communicating and working effectively as part of the surveillance team.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- jurisdictional policies, procedures and laws relating to mobile surveillance operations and evidentiary requirements
- local knowledge relevant to surveillance operations
- surveillance and anti/counter-surveillance methods used in mobile surveillance operations
- use of surveillance and communications equipment for mobile surveillance operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a surveillance operation setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - surveillance equipment relevant to vehicle and foot surveillance
- specifications:
  - access to jurisdictional policies, procedures and legislation relating to mobile surveillance operations and evidence
  - surveillance plan
  - running sheets
- relationships:
  - evidence of interactions with work team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL407 Undertake prosecution procedures for magistrate's court

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to carry out prosecution procedures for a magistrate’s court up to the stage of a plea being entered.

The unit applies to individuals who work as fisheries compliance officers and adjudicate a brief to determine if charges are to be laid, attend the magistrate's court and complete all associated administrative tasks, including responding to defence applications and submissions. Fisheries compliance officers may not undertake prosecution duties in some states and territories.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adjudicate brief	1.1 Assess brief to ensure it contains all required documentation relevant to alleged offence 1.2 Make recommendation regarding prosecution based on elements of proof, available facts, the law, within limitations of time, and in

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	accordance with prosecuting authority policies 1.3 Complete and forward relevant documentation following prosecution submission and administration protocols 1.4 Enquire into existence of bonds applying to alleged offender and, if necessary, decide on estreatment
2. Attend general court	2.1 Respond appropriately to defence applications and submissions according to courtroom procedures 2.2 Present prosecution submissions fluently, concisely and appropriately 2.3 Present allegations from prosecution brief fluently and concisely where a guilty plea has been entered 2.4 Present all available relevant information and admissible evidence 2.5 Respond to questions from bench with available information 2.6 Ensure courtroom conduct and dress is in accordance with court etiquette
3. Complete administrative tasks	3.1 Complete file endorsements accurately and in a timely manner 3.2 Follow matters arising from general court attendance

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Reads and interprets briefs and legal information • Researches information and law related to the alleged offence
Writing	• Accurately completes legal forms and courtroom documents
Navigate the world of work	• Applies knowledge of legislation and policies relevant to assess and accomplish compliance prosecution matters • Recognises and responds to both explicit and implicit court and prosecution submission and administration protocols

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Skill	Description
Interact with others	• Uses modes of communication suitable to presentation of evidence, and makes adjustments to personal communication style to accurately convey information
Get the work done	• Makes critical decisions and solves familiar and unfamiliar problems relating to prosecution matters

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL407 Undertake prosecution procedures for magistrate's court	SFICOMP407C Undertake prosecution procedures for magistrate's court	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL407 Undertake prosecution procedures for magistrate's court

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken prosecution procedures relating to fishery offences for at least one proceeding for the magistrate's court, including:

- assessing the brief based on facts, law and completion of documentation
- researching prior convictions and current bonds pertaining to charged offender
- presenting allegations and prosecution information from the prosecution brief to the court according to courtroom procedures
- following through on matters arising from court proceedings.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- magistrate's courtroom etiquette
- magistrate's courtroom procedures relevant to:
- roles and responsibilities of officers of the court
- addressing the bench
- estreating bonds
- negotiating in pre-trial hearings
- opposing or supporting bail
- opposing, supporting or requesting adjournment
- office procedures for undertaking prosecution procedures, including:
- adjudicating of briefs
- completing and serving summonses
- preparing applications
- process for responding to questions from the bench and other parties
- prosecuting authority's policies on adjudication of briefs.

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- methods for identifying proofs of an offence
- types of documentation and exhibits that may be presented as evidence in court
- basic research techniques that can be used to gather information and evidence
- purpose of the Evidence Act
- evidence management principles
  - methods for preserving, maintaining, storing and transporting evidence and exhibits that may be used in court
- rules of evidence in a legal proceeding
  - requirements for recording information that is factual and can be used as evidence in court
  - requirements for taking statements from witnesses
- types of law:
  - civil
  - common
  - criminal
  - statute.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in general court setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - resources required for undertaking prosecution procedures for magistrate’s court in the area of fisheries compliance
  - brief
  - legal and internal documentation
- specifications:
  - agency procedures for adjudicating a brief and undertaking prosecution in a magistrate’s court
  - access to courtroom procedures and office policies and procedures
- relationships:
  - evidence of interactions with legal personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL408 Manage own professional performance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to manage one's own professional performance in fisheries compliance.

The unit applies to individuals who work in a fisheries compliance monitoring role and are required to model high standards of personal performance, ethics and integrity. To maintain their performance, they self-assess against the standards and seek feedback to improve or maintain currency.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Model high standards of personal performance, ethics and integrity	1.1 Ensure own performance standards consistently serve as a role model for others 1.2 Display personal and professional integrity to engender confidence and respect 1.3 Demonstrate commitment to jurisdiction laws and organisation

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	policy, procedures and objectives 1.4 Recognise breaches of organisational codes of ethics and practice, and address or report in the required manner
2. Review and monitor own performance	2.1 Identify and acknowledge required personal and professional performance standards 2.2 Use self-assessment and reflection on practice to monitor performance against established standards and identify personal strengths and weaknesses 2.3 Seek and act upon appropriately formal and informal performance feedback 2.4 Carry out tasks to achieve outcomes and minimise resource usage
3. Develop and maintain ongoing personal competence	3.1 Maintain currency of relevant professional operational competencies 3.2 Identify, plan and implement personal development opportunities and self-improvement strategies, and evaluate results 3.3 Participate in professional associations as a professional development strategy 3.4 Identify new developments and trends in fishery compliance, and identify, acquire and apply the associated knowledge and skills
4. Manage personal work priorities	4.1 Prioritise and undertake jobs in accordance with team goals 4.2 Assess and organise competing demands within time constraints to achieve individual, team and organisational priorities 4.3 Balance operational and self-development needs within the work environment
5. Assist and support other personnel	5.1 Provide informative and constructive feedback to other personnel in a positive manner 5.2 Ensure interaction with others promotes a productive and harmonious work environment 5.3 Provide encouragement, support and advice to personnel, as required
6. Maintain physical and emotional health	6.1 Monitor and manage levels of personal physical and emotional health on a regular basis 6.2 Seek support, as required, to enable identification and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	implementation of positive alternatives to personal problems

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Researches, analyses and evaluates information
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, in a broad range of interactions • Adapts communication style and content, including personal, social and cultural factors, to build rapport with others • Adjusts and moderates own behaviour in response to feedback
Get the work done	• Reflects on outcomes and feedback from others in order to identify concepts and general principles of professional performance that may be applicable in new situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFICPL408 Manage own professional performance	SFICOMP414A Manage own professional performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL408 Manage own professional performance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion, participated in a professional performance review where they have provided evidence of the following:

- dealing with, and effectively responding to, at least one issue or event that challenges professional ethics
- reporting of breaches to appropriate authorities
- interacting professionally with colleagues and others
- maintaining consistently high levels of professional ethics and integrity in all work practices and dealings with the community
- maintaining consistently high levels of personal presentation, such as dress code, mannerisms and respectfulness
- maintaining personal health and stress at a level that will enable optimum operational performance
- planning and implementing personal improvement plans
- providing encouragement and support to others
- recognising, accurately assessing and acknowledging personal strengths and weaknesses
- seeking out and responding effectively to feedback related to personal performance.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- standards of professional behaviours for fishery officers, including:
  - acceptable and non-acceptable behaviour and practices
  - cultural awareness
  - professional integrity and behaviour
  - statements of values

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- ethical and integrity issues confronting fisheries officers
- factors pertaining to fishery compliance roles that affect or impact upon personal health and stress
- internal procedures for dealing with breaches of professional ethics
- internal and external professional support and development mechanisms
- methods for assessing and reviewing personal performance, and planning and implementing effective personal improvement strategies
- fishery industry professional associations
- relevant agency codes of practice and ethics
- team dynamics and impacts on personal work performance.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fishery compliance workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - documentation relating to an individual's performance
- specifications:
  - access to jurisdiction's policies and laws relating to fishery compliance
  - workplace policy and procedures and codes of ethics and practices relating to professional performance
- relationships:
  - evidence of interactions with other personnel/team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL409 Undertake patrol operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to carry out patrol operations. It requires the ability to assess situations for non-compliance, take appropriate actions, share and report intelligence and carry out follow-up activities.

The unit applies to individuals who undertake patrol operations to assess potential situations for non-compliance against state, territory and Commonwealth fisheries regulations, and potential risk to patrolling officers.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating vehicles or vessels.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Carry out patrols	1.1 Undertake patrolling according to jurisdictional requirements and in a manner that optimises achievement of patrol goals

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Maintain positive visual presence while patrolling 1.3 Assess situations for potential non-compliance with state, territory or Commonwealth fisheries regulations, and take appropriate actions, including requests for further assistance 1.4 Maintain effective communication with other relevant fisheries compliance officers and public, where appropriate 1.5 Communicate with the public in a courteous and professional manner at all times 1.6 Assess situational behaviour of persons with due regard for cultural diversity 1.7 Report intelligence gathered while on patrol with other fisheries compliance officers, and undertake follow-up actions on completion of patrol
2. Establish, maintain and use knowledge of the local patrol area	2.1 Identify and note features particular to the patrol area 2.2 Establish and foster communication paths within the patrol community and industry members 2.3 Identify fisheries compliance issues in the media through internal intelligence, bulletins and notices 2.4 Analyse and act upon patrol area information and issues, where required 2.5 Maintain communication regarding latest patrol area issues with work team according to jurisdictional information security procedures 2.6 Complete patrol reports and ensure all actions taken reflect knowledge of latest intelligence
3. Respond to requests for emergency and other types of assistance	3.1 Receive and confirm requests for assistance 3.2 Prepare vehicles and vessels appropriately to respond to request 3.3 Ensure staff are fully briefed by authorised personnel on procedures for dealing with emergency situation

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Reads and interprets information about fisheries management and compliance jurisdictional laws and regulations, policies and procedures; anti-discrimination and disability Acts; and Indigenous land rights
Writing	• Completes jurisdictional forms related to evidence and non-compliant activities
Navigate the world of work	• Seeks advice and feedback on current work performance
Interact with others	• Adapts personal communication style to show respect for the values, beliefs and cultural expectations of others and to resolve and de-escalate conflicts • Collaborates and coordinates movements with other colleagues and team in the conduct of patrol activities
Get the work done	• Makes and reviews critical and non-critical decisions regarding compliance situations and patrol area information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL409 Undertake patrol operations	SFICOMP409A Plan and undertake patrol operations	Updated to meet Standards for Training Packages Title change and minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL409 Undertake patrol operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken a patrol operation on at least one occasion, including:

- maintaining professional presence and communication during the patrol
- applying appropriate responses for non-compliance
- applying conflict resolution, incident de-escalation, restraining and/or self-defence tactics relevant to the situational behaviour or problem
- identifying and documenting patrol information and issues
- preparing for and briefing staff on emergency procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislation, policies and procedures and codes of practice relating to patrol operations, including:
  - anti-discrimination Acts
  - disability Acts
  - Indigenous land rights and cultural activities, including traditional fishing methods
  - jurisdictional laws and regulations relating to fisheries management and fisheries compliance activities
  - jurisdictional policy and procedures covering compliance checks related to fisheries management and safety issues
  - general duty of care responsibilities
- potential risks associated with operational patrolling
- human behaviour and the impacts of age, gender, ethnicity, social background and recreational practices, such as drugs and alcohol, in managing non-compliance

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- strategies to optimise safety under a range of operational scenarios
- the 'use of force' and its legal parameters
- emergency response and assistance procedures for undertaking patrol operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a patrol setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - communications equipment
  - other equipment and resources required to support the operation
- specifications:
  - access to relevant legislation, regulations and policies relating to patrol operations
  - workplace policies and procedures, including safety and operating procedures
- relationships:
  - evidence of interaction with team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL410 Promote fisheries management awareness programs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and conduct fisheries management awareness programs for commercial, recreational and traditional fishers and the general public.

The unit applies to individuals who identify opportunities for promotion and awareness of fisheries management, develop plans for activities, find and use resources within the organisation and conduct and evaluate the program's success.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify opportunities for awareness-raising activities	1.1 Identify opportunities for increasing industry and public awareness of legislation and fisheries management principles with team members 1.2 Identify and obtain resources within the organisation that can support the promotion and awareness activities 1.3 Select awareness and promotional activities that are consistent with awareness program aims and the goals of the organisation, are

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	cost-effective and will maximise audience coverage for minimum effort
2. Conduct awareness and promotional activities	2.1 Obtain approval for awareness and promotional activities 2.2 Develop plans for activities that take into account the type of activity, target group characteristics and message 2.3 Make bookings for selected activities and clarify expectations with relevant people 2.4 Conduct awareness and promotional activities according to plan 2.5 Present the organisation in a positive manner
3. Follow up on awareness and promotional activities	3.1 Return borrowed resources and acknowledge anyone who provided assistance or support 3.2 Respond to requests for information in a timely manner 3.3 Carry out evaluation of activities according to plan, and report to supervisor
4. Build industry networks	4.1 Ensure opportunities to liaise with industry are identified, evaluated and prioritised to benefit the fisheries compliance organisation 4.2 Schedule personnel to pursue liaison opportunities as part of operational planning 4.3 Keep work team and supervisor informed of current issues and concerns that relate to fisheries management and fisheries compliance operations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Interprets and integrates fisheries management data into presentation materials
Reading	• Reads, analyses, selects and synthesises relevant information from promotional literature, a variety of source documents and

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Skill	Description
	publications
Writing	• Writes activity plans
Navigate the world of work	• Applies knowledge of legislation and policies relevant to ethical and sustainable use of marine and freshwater environments
Interact with others	• Presents information effectively to individuals and groups, accounting for needs and expectations of target audience • Adapts communication style to suit purpose • Uses effective questioning techniques to confirm and clarify target group understanding of key messages
Get the work done	• Makes decisions relating to type, relevance and adequacy and method of presenting promotional media • Uses and maintains promotion-related resources and equipment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL410 Promote fisheries management awareness programs	SFICOMP410A Promote fisheries management awareness programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL410 Promote fisheries management awareness programs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned and promoted at least two fisheries management awareness activities based on a fisheries management principle or legislation, including:

- identifying and evaluating awareness promotion activities against program aims
- organising, resourcing and conducting awareness and promotional activities
- conducting follow-up activities, including responding to enquiries and reporting on evaluation activities
- identifying opportunities to maximise industry engagement
- communicating with work team and supervisor about relevant issues and concerns arising from awareness and promotional activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- fisheries management principles relevant to the target group
- educational resources and support available from the organisation
- fisheries Acts and legislation relevant to the target group, including existence of any native title and customary fishing practices
- structure and function of the fisheries compliance organisation.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fisheries management promotional setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - material and kits pre-prepared by others
  - suitable display space that may include pre-outfitted caravans or trailers
  - event calendars
- specifications:
  - access to fisheries Acts and legislation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL411 Implement fisheries compliance

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor facilities and practices in both wild stock fisheries and aquaculture environments for compliance with a range of legislative and regulatory requirements.

The unit applies to individuals who communicate with industry and the wider community to promote awareness of compliance, conduct site inspections, monitor organisations and prepare and submit compliance reports.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify scope of compliance powers in jurisdiction	1.1 Identify current legislation, regulations and codes of practice relevant to fisheries management 1.2 Identify jurisdictional policies and procedures for monitoring non-compliance and responding to reportable events
2. Promote awareness of compliance in the fisheries industry	2.1 Promote fisheries management codes of practice and principles of environmental sustainability to industry and/or community 2.2 Promote protocols for handling the movement of stock interstate to industry and community 2.3 Communicate consequences of non-compliance to industry and community 2.4 Give timely, accurate and relevant responses to enquiries
3. Monitor fishery enterprises for compliance	3.1 Conduct routine site inspections to ensure compliance with identified legislation, protocols and codes of practice 3.2 Carry out site inspections with due regard for organisation hygiene, safety, biosecurity and quality assurance procedures 3.3 Monitor fisheries under development to ensure licensing terms and conditions are being met 3.4 Take appropriate action on notification of reportable events 3.5 Prepare and submit fisheries compliance monitoring activity reports

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Estimate numbers of stock, and size of fisheries structures
Reading	• Interpret compliance-related information
Writing	• Prepare compliance reports and related documentation
Navigate the world of	• Interpret regulatory requirements and seek clarification or other

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Skill	Description
work	assistance when required
Interact with others	• Use appropriate vocabulary, conventions and protocols, including technical language relevant to role, to promote compliance awareness, and convey compliance requirements and consequences of breaches to community and workplaces
Get the work done	• Resolve and de-escalate compliance conflicts; make decisions about appropriate compliance response

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL411 Implement fisheries compliance Release 2	SFICPL411 Implement fisheries compliance Release 1	Minor cross-referencing correction/update to knowledge evidence referencing environmental sustainability	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL411 Implement fisheries compliance

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted activities to implement fisheries compliance on at least one occasion, including:

- establishing and applying current fisheries management legislation, regulations and codes of practice relevant to the jurisdiction
- communicating compliance-related matters as part of an industry or community enquiry or forum
- conducting a site inspection to monitor compliance for at least one fishery organisation
- responding to and reporting on compliance monitoring activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common fishery stock in the region, and its lifecycle
- fisheries management practices used in the region
- health and disease problems associated with fishery stock in the region, including procedures to identify disease and protected species, assess results of mass mortality events and take samples
- jurisdictional policies and procedures for monitoring fishery compliance, including record-keeping protocols
- principles of environmental sustainability
- legislation, regulations and codes of practice relevant to fishery management
- requirements for site inspections of associated fishery management equipment, natural and manufactured structures and systems.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be conducted in a fisheries management compliance monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - range of reportable events
- specifications:
  - access to relevant jurisdictional policies and procedures, legislation, regulations and codes of practice for implementing fishery compliance
  - licensing terms and conditions.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL412 Operate in remote areas

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to operate safely in remote places and isolated areas for the purpose of conducting fisheries compliance monitoring activities.

The unit applies to individuals who work as fisheries compliance officers in remote areas where regular operational support is not readily available. In this role they develop operational plans specific for remote areas controls, use communication equipment and navigational aids, carry out monitoring, take and store evidence and restrain arrested suspects as necessary.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Licences will be required to operate a vehicle or vessel.

Regulatory requirements apply to this unit. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for remote area operations	1.1 Develop and convey operational plans to colleagues and base station 1.2 Select and test communication equipment for effective operation in the remote area 1.3 Check familiarity with current radio protocols for standard and emergency situations 1.4 Assess risks associated with the operation and journey, and plan risk minimisation strategies and contingency actions 1.5 Obtain, check and store equipment and supplies identified in risk management strategies and contingency plans for efficiency and safety 1.6 Document travel plans after selecting most appropriate route to destination, method and schedule of travel 1.7 Check preparations for remote area operations comply with jurisdictional policies and procedures
2. Travel in remote areas	2.1 Use navigational aids appropriate for the remote area and type of travel to ensure destinations and direction of travel are as planned 2.2 Use communication equipment according to communication protocols 2.3 Travel according to approved travel plan and risk minimisation strategies 2.4 Respond to emergency situations according to contingency plans
3. Operate in remote areas	3.1 Undertake operations ensuring safety of colleagues, self and equipment 3.2 Undertake monitoring activities with caution and due regard for safety of personnel and equipment 3.3 Take witness statements and details according to jurisdictional policies and procedures 3.4 Restrain arrested suspects according to jurisdictional policies and procedures 3.5 Store evidence in a manner that will ensure its safety and preservation 3.6 Gather, report and present intelligence on a regular basis
4. Finalise details of remote area operation	4.1 Check equipment for serviceability and return to storage post-operation

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Make reports on operation and any problems encountered

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Makes measurements and calculations for navigation and communication in remote areas
Reading	• Interprets instructions, topographical and navigational data
Writing	• Prepares monitoring operation plans and reports • Records witness statements
Interact with others	• Collaborates with other colleagues and team in conducting remote operations • Adapts personal communication style to show respect for the values, beliefs and cultural expectations of others and to resolve and de-escalate conflicts
Get the work done	• Devises and implements solutions for problems and contingency situations, adapting past experiences to solve unfamiliar problems • Manages risks around the safety and security of personnel and equipment

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFICPL412 Operate in remote areas	SFICOMP412A Operate in remote areas	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL412 Operate in remote areas

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion, planned, travelled and operated in remote areas for fisheries monitoring activities, including:

- documenting operations and travel plans that incorporate risk management strategies and contingency plans
- testing, maintaining and operating communication equipment and navigational aids
- travelling safely according to travel plan
- maintaining the safety of self, others, equipment and evidence while undertaking operation and compliance monitoring activities
- preparing detailed witness statements
- preparing accurate reports on gathered intelligence and operation outcomes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- equipment and supplies necessary for safe travel and operation in remote areas
- jurisdictional policies and procedures for safe travel and operation in remote areas and exercising compliance powers
- risks associated with remote area travel and operations and strategies for minimising those risks
- emergency response procedures used for remote areas
- procedures for taking statements and evidence gathering.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a fisheries compliance monitoring setting in a remote area or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - equipment, including communication and navigational aids, required for remote travel and operation
  - vehicles and vessels, as required, for remote travel
- specifications:
  - access to jurisdictional policies and procedures relating to safe travel and operation in remote areas and exercising compliance powers
  - operational plans
- relationships:
  - evidence of interactions with suspects and witnesses.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL501 Administer the district office

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to establish, implement and monitor effective administrative procedures in fisheries district offices. It includes the ability to carry out costing, outline job specifications, train staff, determine maintenance requirements for vessels and vehicles, negotiate budgets and write financial reports.

The unit applies to individuals who work in district fisheries offices and provide leadership and guidance when organising activities of self and others, as well as contributing to technical solutions of a non-routine or contingency nature.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish, implement and monitor procedures for administrative tasks	1.1 Identify administrative tasks to be delegated to staff and written into job specifications 1.2 Identify and cost physical and human resources required to maintain administrative functions at required level, and seek budgetary approval for purchases

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Obtain and install physical resources and train staff in their use 1.4 Establish, document and monitor procedures for administrative tasks at required intervals 1.5 Assess effectiveness of administrative procedures and take action where administrative tasks are below standard
2. Schedule maintenance and service	2.1 Determine service requirements for administrative equipment, outboard motors and vehicles from manufacturer service instructions 2.2 Monitor logbooks for usage patterns 2.3 Establish, document and monitor procedures for determining special service or repair requirements 2.4 Plan and record scheduling for maintenance and service in advance to minimise consequences of down time 2.5 Book servicing agent and keep staff informed of schedule 2.6 Monitor standard of servicing and associated costs, and give feedback to service agent
3. Operate office within budgetary constraints	3.1 Negotiate budgets with senior personnel based on past income and expenditure data and projected cost of planned activity within the budgetary period 3.2 Monitor and reconcile income and expenditure against the original budget 3.3 Identify variances against the original budget and make adjustments where necessary 3.4 Provide financial reports to senior personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Interprets budgets, monitors and calculates costs, calculates income and expenditure, compares numerical data, and prepares financial reports

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Skill	Description
Reading	• Selects and interprets information and data from familiar and unfamiliar documents, manuals and guidelines; reviews and evaluates procedures
Writing	• Creates reports and documentation, and develops procedures
Interact with others	• Adapts communication style and content, including personal, social and cultural factors, to build rapport with staff • Collaborates with and demonstrates leadership to staff in the achievement of outcomes
Get the work done	• Applies some conflict resolution strategies to delegation and coordination of administrative tasks • Makes and reviews critical and non-critical decisions regarding administrative tasks and procedures, maintenance scheduling and resource and budgetary management

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL501 Administer the district office	SFICOMP401C Administer the district office	Updated to meet Standards for Training Packages Change to AQF indicator in unit code to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL501 Administer the district office

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned, implemented and monitored the administrative procedures in a fisheries district office on at least one occasion, including:

- documenting and reviewing procedures for administrative tasks
- operating and reporting on budgets
- scheduling, documenting and monitoring administrative and maintenance/service tasks
- delivering financial reports
- training staff in the use of physical resources.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- administrative functions performed in a fisheries district compliance office
- resources required for district office operation
- administrative standards for district office operation
- equipment servicing requirements for district office operation
- budgeting processes and financial reporting specific to a district office operation.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a district fisheries office setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - office equipment and resources

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  - office documentation
- relationships:
  - evidence of interactions with staff.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL502 Contribute to fisheries management

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to contribute to fisheries management through different means, including meetings, provision of information and data, and management support.

The unit applies to individuals who contribute in a leadership role along with industry representatives, scientists, environmentalists, and government and community representatives in managing fishery and compliance issues.

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

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to fisheries management meetings	1.1 Read and interpret minutes, agenda and other distributed documentation in advance of meetings, and undertake further research or seek advice as required 1.2 Raise issues that are supported by statistical data and jurisdictional law and policy 1.3 Ensure conduct at meetings is professional and according to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	accepted meeting etiquette
2. Assist with fisheries management	2.1 Make arrangements to provide data collection service and sampling service to fisheries management committee or other organisations contributing to fisheries management, as required 2.2 Provide information relating to fisheries management and fisheries management issues
3. Support fisheries management through compliance	3.1 Consult industry in setting compliance agency goals and performance standards 3.2 Use compliance education and awareness to promote fisheries management principles to industry and community 3.3 Seek feedback from industry on effectiveness of compliance in fisheries management

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Interprets and calculates numerical, statistical and graphical measurements and data related to fisheries management
Reading	• Reads, interprets, analyses and evaluates fisheries management and compliance documentation • Accesses, selects and tailors data and information from a broad range of mostly familiar sources
Writing	• Integrates information and ideas from a range of sources into a range of familiar documents and reports
Navigate the world of work	• Interprets and applies knowledge of fisheries management principles to own role
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to convey and clarify fisheries management information with others
Get the work done	• Uses computer technology and digital equipment related to facilitation of fisheries meetings

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL502 Contribute to fisheries management	SFICOMP502C Contribute to fisheries management	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL502 Contribute to fisheries management

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has contributed to supporting fisheries management, including:

- preparing for and contributing effectively to at least one fisheries management meeting
- providing data and information to fisheries management stakeholders on at least one occasion
- conducting a consultation process to evaluate the effectiveness of a fisheries compliance requirement.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- advantages and disadvantages of input and output management strategy controls for fisheries
- formal meeting procedures
- Indigenous land rights and cultural activities, including traditional fishing methods
- population dynamics of species specific to the fishery and their impact on management strategies:
  - characteristics of fish population
  - methods of determining growth habits
  - methods of determining stock abundance
  - movement patterns of species
  - recruitment to the fishery
  - reproductive patterns of species
  - schooling habits of species
  - methods of monitoring fishing effort in fishery

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- process for implementing management decisions for state, territory and Commonwealth fisheries
- scientific and economic concepts pertaining to fisheries management:
  - Maximum Economic Yield (MEY)
  - Maximum Sustainable Yields (MSY)
  - impact of technological creep (advancements and changes in technology) on fishing effort and fishing mortality
  - Total Allowable Catch (TAC) and Individual Transferable Quota (ITQ).

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fisheries management industry setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - statistical data
- specifications:
  - information relating to management of a specific species
  - access to legislation and policies related to fisheries management
- relationships:
  - evidence of interactions with stakeholders.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICPL503 Undertake the prosecution in a trial

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to undertake the prosecution in a trial for a fisheries management breach. It requires the ability to collect information, carry out enquiries, manage witnesses, arrange and conduct pre-trial hearings, examine prosecution witnesses, present arguments and undertake post-trial tasks.

The unit applies to individuals who work as senior fisheries compliance officers and act in an advocacy role to undertake prosecution functions in a trial. Fisheries compliance officers may not undertake prosecution duties in some states and territories.

Regulatory requirements may apply to this unit. Users are required to check with the relevant jurisdictions for current requirements.

Pre-requisite Unit

Nil

Unit Sector

Compliance (CPL)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the trial	1.1 Gather, collate and confirm all information required for trial as available for duration of trial 1.2 Initiate further enquiries for prosecution case as required 1.3 Arrange and conduct pre-trial hearings or negotiations as required

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Process any alteration to charges according to courtroom procedures and relevant jurisdictional policies and legislation 1.5 Prepare prosecution argument to meet deadlines for trial-related dates
2. Assess and manage witnesses	2.1 Assess witness credibility and reliability before trial 2.2 Notify witnesses of trial dates, confirming their understanding 2.3 Interview witnesses before trial and induct them in courtroom processes 2.4 Disclose unfavourable witness information as appropriate 2.5 Provide witness support during trial
3. Undertake prosecution role in trial	3.1 Present opening address, providing an overview of prosecution case 3.2 Examine prosecution witness and, if necessary, re-examine and cross-examine defence witness, as required, to prove elements beyond reasonable doubt 3.3 Select, sequence and word questions for witness to cover all elements, clarify issues and minimise opportunity for defence to propose objections 3.4 Respond to objections from defence during examination-in-chief of prosecution witness and during cross-examination of defence witness 3.5 Propose objections during defence examination-in-chief and during defence cross-examination of prosecution witness 3.6 Present argument based on fact, law and evidence in a manner that is decisive, composed and credible 3.7 Present prosecution submissions in such a way that strengthens the prosecution case, minimises the prosecution weaknesses and minimises strengths in the defence case
4. Complete post-trial administrative tasks	4.1 Complete file endorsements accurately in a timely manner 4.2 Follow up matters arising from the trial

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates additional penalties
Reading	• Analyses and evaluates statements and courtroom documents • Researches, analyses and evaluates legal information, case materials and notes
Writing	• Completes detailed, structured and technical court documents
Navigate the world of work	• Applies detailed knowledge of legislation and policies to prosecute compliance matters • Recognises and responds to both explicit and implicit court and prosecution protocols
Interact with others	• Uses modes of communication suitable to presentation of evidence, and makes adjustments to communication style to effectively prosecute in a trial
Get the work done	• Uses a mix of intuitive and formal processes to identify and consider key case information and issues, evaluate alternative strategies, anticipate consequences and consider contingencies

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICPL503 Undertake the prosecution in a trial	SFICOMP503C Undertake the prosecution in a trial	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICPL503 Undertake the prosecution in a trial

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken the prosecution in a trial for a fisheries management breach on at least one occasion, including:

- planning and organising case materials and arguments before the trial
- evaluating, managing and supporting witnesses before the trial
- directing the case and presenting the argument for the prosecution
- finalising post-trial administrative tasks and/or issues
- applying courtroom procedures and relevant jurisdictional policies and legislation throughout the prosecution process.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant national, state and territory fisheries management legislation
- advocacy techniques that contribute to successful presentation of prosecution case
- courtroom etiquette
- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when preparing and presenting evidence in court
- basic research techniques that can be used to gather information and evidence
- evidence management principles
- appropriate treatment of persons being interviewed
- types of documentation and exhibits that may be presented as evidence in court
- courtroom procedures for:
  - addressing the bench and opposing counsel
  - proposing and responding to objections
- trial processes.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a court setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - resources required for undertaking the prosecution in a trial, including court staff, defence counsel, witnesses and exhibits
- specifications:
  - access to courtroom procedures and relevant jurisdictional policies and legislation
- relationships:
  - evidence of interactions with witnesses and legal personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO301 Support hatchery and juvenile crocodile care

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to support hatchery and juvenile crocodile operations, including monitoring the collection and care of hatchlings and juvenile crocodiles.

The unit applies to individuals who work in farms, wildlife parks or research facilities and have responsibility for hatchlings and juvenile crocodiles, working under broad direction and having limited responsibility for the work of others.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for crocodile hatchery production	1.1 Identify crocodile hatchery program aims 1.2 Confirm hatchery labour and equipment requirements with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	relevant personnel 1.3 Identify risk factors that could affect hatchery operations, and plan to minimise risk
2. Incubate crocodile eggs to hatch	2.1 Prepare clutches of eggs to be placed into the incubator according to standard operating procedures (SOPs) 2.2 Examine crocodile eggs during stages of embryo development to estimate embryo age and detect and remove dead specimens to prevent contaminating the incubator 2.3 Monitor the incubation environment according to SOPs and hygiene standards to maximise survival rates 2.4 Identify and monitor eggs close to hatching, and follow SOP processes to minimise risks of premature hatching 2.5 Assist crocodile hatchlings from eggs when clutches are ready to hatch 2.6 Record incubation environment and hatching processes according to SOPs 2.7 Identify and conduct appropriate euthanasia methods for weak or deformed hatchlings according to the relevant codes of practice 2.8 Transfer hatchlings to appropriate pre-prepared hatchling pens
3. Prepare to conduct care activities with hatchling and juvenile crocodiles	3.1 Determine appropriate crocodile protection legislation or regulation, codes of practice and biosecurity issues associated with working with crocodiles in a controlled environment 3.2 Gather required equipment, including personal protective equipment (PPE) to prepare for work with juvenile crocodiles in a controlled environment according to workplace health and safety standards
4. Feed hatchling and juvenile crocodiles	4.1 Identify the nutritional needs of hatchling and juvenile crocodiles in a controlled environment according to the relevant codes of practice to ensure health and good skin quality 4.2 Prepare food and food supplements according to storage and food safety requirements 4.3 Feed hatchling and juvenile crocodiles following SOPs 4.4 Maintain feeding records according to workplace SOPs, and report any observed feeding abnormalities

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Maintain hatchling and juvenile crocodile pens	5.1 Remove excess food and record leftover amount according to SOPs 5.2 Clean crocodile pens according to SOPs and relevant codes of practice 5.3 Monitor and maintain the water quality and temperature requirements according to SOPs 5.4 Record maintenance processes according to workplace processes
6. Conduct hatchling and juvenile crocodile stock administrative activity	6.1 Check for completeness of pen cleaning and disposal of waste materials according to workplace procedures, biosecurity and environmental requirements 6.2 Update records and report any abnormal observations or events, including deaths, to supervisor 6.3 Check condition and storage of tools and equipment, and report repair and maintenance requirements to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret technical information relating to crocodile hatchlings
Writing	• Complete workplace records legibly and accurately using correct technical terminology
Oral communication	• Communicate in a clear, concise and culturally sensitive manner
Numeracy	• Estimate quantities of feed and containers

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO301 Support hatchery and juvenile crocodile care	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO301 Support hatchery and juvenile crocodile care

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- carried out crocodile egg incubation support activity on at least five occasions
- carried out hatchling and juvenile crocodile care activity on at least five occasions.

In doing the above, there must also be evidence that the individual has:

- applied risk assessment processes and put controls in place to mitigate hatchling survival risks
- followed hatchling and juvenile crocodile biosecurity and regulatory guidelines
- treated hatchling and juvenile crocodiles humanely
- complied with crocodile risk and safety standards
- conducted stock administrative activity
- maintained accurate records on hatchery and juvenile crocodile operations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key facts about crocodile hatchlings physiology and developmental process
- crocodile egg incubation and monitoring
- hatchling and juvenile crocodile care processes in compliance with the relevant codes of practice, standard operating procedures (SOPs) and workplace procedures
- assessment of body condition and health of hatchling and juvenile crocodiles
- reasons for poor crocodile survival rates, including:
  - inappropriate husbandry
  - disease
  - inappropriate nutrition

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  - inappropriate pen maintenance
  - inappropriate incubation conditions
  - injury
  - genetics
- cleaning and hygiene requirements for hatchery operations
- safe and humane crocodile handling techniques and procedures
- the principles of crocodile welfare and ethics as set out in relevant codes of practice
- the importance of crocodile skin quality and what this means in the handling of hatchling and juvenile crocodiles
- diseases that can affect hatchlings and juvenile crocodiles
- workplace health and safety practices related to crocodile operations
- culturally sensitive communication protocol
- relevant legislation, including biosecurity control measures.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a controlled crocodile environment that includes a crocodile hatchery, or in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - hatchling and juvenile crocodiles
  - monitoring equipment
- specifications:
  - SOPs for hatchery and juvenile crocodile operations, including advice on health and safety, hygiene and environmental requirements
- relationships:
  - relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO302 Conduct crocodile surveys

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to plan and conduct crocodile field surveys in natural crocodile habitats.

The unit applies to individuals who work under broad direction to collect information about crocodile activity in Australian waterways.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodile (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan crocodile field survey activity	1.1 Determine crocodile management program aims and the importance of records 1.2 Determine crocodile field survey objectives and site location(s)

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Plan logistic and supply requirements according to location, duration and size of crocodile surveying field trip 1.4 Access maps, photographs or global positioning system (GPS) or other available data 1.5 Determine crocodile field survey activity incorporating teamwork, humane treatment of crocodiles and waterway safety procedures 1.6 Determine legislation and regulations, biosecurity and environmental standards, and risks and contingencies associated with crocodile survey activity 1.7 Select and prepare equipment and supplies according to field survey objectives
2. Carry out crocodile field survey activity	2.1 Prepare vehicle(s) and load equipment and supplies 2.2 Locate crocodile field survey site and conduct survey activity according to timeframes and crocodile waterway safety procedures 2.3 Communicate with team members while conducting designated roles 2.4 Maintain accurate raw data, including accurate crocodile size estimates during field survey activity 2.5 Minimise environmental impact and biosecurity risks during crocodile field survey activity
3. Finalise crocodile field survey activity	3.1 Unload, clean and check equipment for faults 3.2 Report any faults to appropriate personnel and store as per workplace requirements 3.3 Complete required documentation according to field survey requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interpret technical information relating to crocodile species
Writing	• Use appropriate technical information to document survey findings relating to crocodile species
Oral communication	• Communicate clearly, concisely and in a culturally sensitive manner

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO302 Conduct crocodile surveys	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO302 Conduct crocodile surveys

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- planned and conducted at least three crocodile survey activities
- documented data relating to crocodile survey activities on at least three occasions.

In doing the above, there must also be evidence that the individual has:

- worked effectively in a team
- followed crocodile risk and safety standards
- treated crocodiles humanely
- complied with legislation and regulation associated with crocodiles
- complied with biosecurity and environmental standards.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- crocodile survey data on:
  - population
  - habitat
  - nesting
  - sizes of crocodiles
- resources required to scope crocodile data:
  - data collection equipment
  - cyber tracking devices
  - global positioning system (GPS)
  - suitable software applications to record crocodile data
  - cyber tracking devices

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  - drones
- crocodile waterway safety procedures
- risk factors working with crocodiles and around crocodiles
- appropriate action if confronted by an aggressive crocodile
- culturally sensitive communication protocol
- team protocol during collection of data via survey:
  - roles of team members
  - importance of interaction between team members
  - the use of appropriate communication methods
- crocodile management program or policy aims, including:
  - maintenance of a healthy population of saltwater crocodiles in their natural habitat
  - promotion of the saltwater crocodile as a natural resource that has economic use and benefit if used sustainably
  - respect for the cultural values of the Indigenous population's crocodile management
  - management of concentrated numbers in areas where there is a high risk to people, livestock and pets
  - provision for crocodile awareness and information in parks, reserves and conservation areas
  - working with other government groups, business and industry to make locals and visitors aware of crocodiles
  - encouragement for everyone to be responsible in activities near the natural environment of crocodiles
- state and territory legislation, regulations and codes of practice associated with crocodile habitats and crocodile activity
- key features of biosecurity guidelines for crocodile waterways, including not contaminating waterways:
  - survey data documenting and processing methods.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to crocodile waterways
  - equipment and supplies to undertake field survey in crocodile habitats
- specifications:
  - crocodile safety documentation, policies and procedures
- relationships:
  - team members.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO303 Care for crocodiles over 1.2 metres in a controlled environment

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to care for crocodiles over 1.2 metres in a controlled environment. While it relates mostly to saltwater crocodiles, it may entail caring for other crocodile group species (alligators, caimans, crocodiles and gharials).

The unit applies to individuals who care for crocodiles on farms, wildlife parks or research facilities.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for care of crocodiles over 1.2 metres in a controlled environment	1.1 Determine and prepare to observe relevant crocodile protection legislation/regulation and codes of practice 1.2 Determine biosecurity issues associated with working with crocodiles in captivity 1.3 Identify risk factors that could affect crocodile care operations, and plan to minimise risk 1.4 Source information on sound crocodile husbandry and welfare processes that enhance crocodile health and prevent skin damage 1.5 Identify the purpose of specific facilities, including crocodile breeding enclosures 1.6 Discuss the site-specific requirements with relevant personnel 1.7 Gather required equipment, including personal protective equipment (PPE) to prepare for work with crocodiles in a controlled environment according to workplace health and safety standards
2. Feed crocodiles over 1.2 metres	2.1 Identify the nutritional needs of crocodiles over 1.2 metres in a controlled environment as specified in the relevant codes of practice 2.2 Prepare and store food and food supplements according to food safety requirements 2.3 Feed crocodiles that are over 1.2 metres, following standard operating procedures (SOPs) and according to crocodile safety procedures 2.4 Maintain feeding records according to organisation SOPs, and report any observed feeding abnormalities
3. Maintain pens of crocodiles over 1.2 metres	3.1 Remove excess food and record leftover amount according to SOPs 3.2 Clean crocodile pens and remove dead crocodiles according to SOPs and relevant codes of practice 3.3 Monitor and maintain water quality and temperatures according to SOPs
4. Monitor health of crocodiles over 1.2 metres in a controlled environment	4.1 Monitor and record crocodile health to prevent disease and illness 4.2 Monitor and document husbandry records according to facility SOPs and internal auditing process

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Conduct crocodile stock administrative activity	5.1 Check completeness of pen cleaning and disposal of waste materials according to SOPs, biosecurity and environmental requirements 5.2 Update facility records and report any abnormal observations, events, or deaths, to relevant personnel 5.3 Check condition and storage of tools and equipment, and report repair and maintenance requirements to relevant personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret technical information relating to crocodile species
Writing	• Record data with technical detail relating to crocodile care
Oral communication	• Communicate in a clear, concise and culturally sensitive manner

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO303 Care for crocodiles over 1.2 metres in a controlled environment	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO303 Care for crocodiles over 1.2 metres in a controlled environment

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- conducted all crocodile care activities with crocodiles over 1.2 metres in a controlled environment (farm, wildlife park or research facility) on at least five occasions.

In doing the above, there must also be evidence that the individual has:

- complied with crocodile risk and safety standards
- treated crocodiles humanely
- complied with crocodile biosecurity guidelines
- followed legislation/regulation and codes of practice associated with crocodiles
- completed accurate workplace records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- crocodile food preparation methods, storing requirements and preventing cross-contamination of food
- how to deliver food to crocodiles that are over 1.2 metres in a safe manner
- safe and humane crocodile handling techniques and procedures
- the principles of crocodile welfare and ethics as set out in relevant codes of practice and standard operating procedures (SOPs)
- assessment of body condition and health of crocodiles over 1.2 metres
- reasons for poor crocodile survival rates, including:
  - inappropriate husbandry
  - incubation conditions
  - disease

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  - injury
  - pen maintenance
  - genetics
  - social stress
- crocodile survival rates compared to the historical records of similar facilities
- crocodile skin quality requirements and husbandry methods that prevent crocodile skin damage:
  - appropriate nutrition
  - pen maintenance
  - crocodile health monitoring
- diseases of crocodiles in controlled environments
- crocodile breeding processes in a controlled environment
- risk factors of working with crocodiles
- workplace health and safety practices related to crocodile operations
- culturally sensitive communication protocol
- state and territory legislation, regulations and codes of practice associated with crocodile activity
- biosecurity guidelines for crocodile facilities.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to crocodiles over 1.2 metres in a controlled environment
  - personal protective equipment (PPE)
  - equipment for feeding crocodiles
  - cleaning equipment for cleaning crocodile pens
- specifications:
  - crocodile safety documentation, policies and procedures, SOPs and codes of practice
- relationships:
  - relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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SFICRO304 Harvest crocodile eggs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to collect crocodile eggs from crocodile nests. While this unit relates mostly to harvesting saltwater crocodile eggs, it may also entail harvest activity with other crocodile species.

The unit applies to individuals who work with crocodiles, harvesting eggs.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodile (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for crocodile egg harvesting	1.1 Review crocodile egg harvesting processes and biosecurity regulation compliance with team member(s) to prepare for activity 1.2 Source information on crocodile egg care, and prepare processes

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	that maximise embryo survival and post-hatching fitness 1.3 Prepare operational and personal protective equipment (PPE) according to crocodile activity and workplace health and safety standards 1.4 Establish communication processes with team member(s) for safe crocodile egg harvesting, including delegation of tasks
2. Conduct crocodile egg harvesting	2.1 Arrange team activity so that at least one team member maintains watch while the other approaches a crocodile's nest cautiously, while following waterway safety procedures and relevant legislation/regulation and codes of practice 2.2 Once nest is located, discuss a risk assessment of immediate area with team member, including escape routes, and determine if female is nearby 2.3 Open crocodile nest carefully and collect eggs using practices to maximise embryo survival 2.4 Ensure crocodile eggs are transported at appropriate temperatures and with appropriate ventilation so the eggs do not dry out 2.5 Record or relay information regarding nest location and number of eggs according to workplace requirements 2.6 Take crocodile eggs to crocodile hatchery facility and conduct handover of eggs to post-harvest personnel with nest details required for workplace and regulatory reporting
3. Conduct crocodile egg harvest debrief processes	3.1 Participate in a crocodile egg harvesting debrief session 3.2 Discuss processes and identify possible procedural improvements with team member(s) or appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Oral communication	• Communicate clearly and succinctly • Communicate in a culturally sensitive manner

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO304 Harvest crocodile eggs	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO304 Harvest crocodile eggs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- harvested crocodile eggs with at least one extra person on at least three occasions.

In doing the above, there must also be evidence that the individual has:

- complied with crocodile risk and safety standards
- treated crocodiles humanely
- handled crocodile eggs with care
- followed legislation, regulations and codes of practice associated with crocodiles
- complied with biosecurity guidelines
- communicated with relevant parties.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- crocodile egg harvesting techniques
- crocodile egg condition
- safe and humane crocodile handling techniques and procedures
- the principles of crocodile welfare and ethics as set out in relevant codes of practice
- safe crocodile egg handling, including:
  - avoiding damage to eggs through rough handling or jolting
  - stacking eggs carefully in crates or containers
- workplace health and safety standards related to crocodile operations, including use of personal protective equipment (PPE)
- culturally sensitive communication protocol
- relevant crocodile activity regulations, including biosecurity control measures.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to crocodile nests
  - equipment required for crocodile egg harvesting
- specifications:
  - crocodile safety documentation, policies and procedures
- relationships:
  - team member(s).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO305 Prepare to work with crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to prepare to work with crocodiles.

The unit applies to individuals who prepare for work with crocodiles on farms, research facilities, wildlife parks or in crocodile habitats. While this unit relates mostly to saltwater crocodiles, it also entails comparisons with other crocodile species.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify key features of crocodile anatomy and physiology	1.1 Determine the key physical characteristics of saltwater and freshwater crocodiles

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify the key features and functions of crocodile anatomy 1.3 Source information about common crocodile health issues
2. Identify behavioural patterns of different crocodile species	2.1 Identify the key drivers that affect crocodile behaviour 2.2 Identify key behavioural characteristics of saltwater and freshwater crocodiles
3. Determine and follow safety requirements in crocodile habitats	3.1 Source information about features of crocodile habitats 3.2 Identify key risk factors in crocodile habitats 3.3 Use appropriate communication method to inform relevant personnel and/or members of the public to obey crocodile warning signs and follow safety procedures
4. Access information about crocodile operations in controlled environments	4.1 Determine the reasons for crocodile farming and the importance of crocodile skin quality 4.2 Identify reasons for crocodile research and the functions of a crocodile research facility 4.3 Determine the reasons for caring for crocodiles in a wildlife park 4.4 Identify crocodile handling requirements when working with crocodiles in controlled environments
5. Identify legislation, regulations and management programs relating to the protection of crocodiles	5.1 Determine appropriate crocodile and animal protection legislation/regulation and codes of practice 5.2 Identify and observe crocodile management program aims 5.3 Determine biosecurity issues associated with working with crocodiles in controlled environments and in the wild

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Oral communication	• Communicate clearly, concisely and in a culturally sensitive manner

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO305 Prepare to work with crocodiles	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO305 Prepare to work with crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- observed crocodile operational and safety requirements on farms, wildlife parks, research facilities or crocodile habitats on at least five different occasions.

In doing the above, there must be evidence that the individual has:

- identified the differences in crocodile species
- identified risks associated with working with crocodiles
- followed legislation/regulation and codes of practice associated with crocodiles
- followed biosecurity guidelines
- located and applied required documentation, policies and procedures
- communicated appropriately and respectfully with others.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- species of crocodilians around the world, including:
  - Indo-Pacific/estuarine/saltwater crocodiles – Crocodylus porosus
  - freshwater crocodiles – Crocodylus johnstoni
  - alligators and caimans
  - gharials
- the characteristics of saltwater crocodiles and freshwater crocodiles
- key features of crocodile anatomy
- crocodile behavioural patterns
- key drivers that affect crocodile behaviour
- crocodile health issues, including:

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  - diseases
  - thermal stress – where the animal is unable to thermoregulate correctly
  - capture stress – when the animal is caught and handled
  - social stress – arising out of competition and the inability of adults to establish a territory (e.g. enclosure too small, densities too high)
  - low temperatures causing impediments to food digestion
  - environmental hygiene
- risk factors working with crocodiles and around crocodiles
- crocodile waterway safety procedures
- the use of appropriate communication methods
- culturally sensitive communication protocol
- crocodile management program or policy aims, including:
  - ecological maintenance of a large and healthy population of saltwater crocodiles living in their natural habitat
  - promotion of the saltwater crocodile as a natural resource that has economic use and benefit if used sustainably
  - respect for the cultural values of the Indigenous population with regard to crocodile management
  - management of concentrated numbers in areas where there is a high risk to people, livestock and pets
  - provision for crocodile awareness and information in parks, reserves and conservation areas
- reasons for crocodile farming:
  - crocodile skin/leather to produce goods with emphasis on skin quality
  - crocodile meat
- crocodile research facility purposes:
  - to expand knowledge about crocodiles as a species
  - to assist with the profitability and sustainability of commercial crocodile production
- reasons for caring for crocodiles in wildlife parks:
  - education
  - conservation
  - research
  - tourism
- state and territory legislation, regulations and codes of practice associated with crocodile waterways and crocodile welfare
- biosecurity guidelines for Australian waterways and crocodile-controlled environments.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to a crocodile farm, wildlife park, research facility or crocodile habitat
- specifications:
  - crocodile safety documentation, policies and procedures
- relationships:
  - relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO306 Work safely in crocodile habitats

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to work safely in crocodile habitats.

The unit applies to individuals who work in various industries, capacities and roles where crocodiles are found.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify crocodile species and habitat	1.1 Determine the key characteristics of various crocodile species 1.2 Identify key features of natural crocodile habitats

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Access information about crocodile behaviour in the wild	2.1 Determine behavioural patterns of saltwater crocodiles in the wild, and compare to other crocodile species 2.2 Source information about the key drivers that affect crocodile behaviour in the wild
3. Conduct allocated work procedures and meet safety requirements in crocodile habitats	3.1 Participate in safe crocodile habitat procedures while meeting allocated work requirements 3.2 Access information about humane treatment of crocodiles and risk factors in crocodile habitats 3.3 Observe and adhere to all safety and biosecurity requirements in crocodile habitats according to relevant legislation/regulation, codes of practice and crocodile habitat safety procedures 3.4 Carry communication equipment when in crocodile habitats and use as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Communicate in a clear, concise and culturally sensitive manner

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO306 Work safely in crocodile habitats	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

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Links

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Assessment Requirements for SFICRO306 Work safely in crocodile habitats

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has followed safe crocodile habitat procedures on at least two occasions.

In doing the above, there must also be evidence that the individual has:

- identified the differences in crocodile species
- treated crocodiles humanely
- adhered to all crocodile risk and safety standards and notices
- observed legislation and regulations associated with crocodiles
- complied with biosecurity guidelines.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the existence of different ‘crocodilian’ species, including:
  - Indo-Pacific/estuarine/saltwater crocodiles – Crocodylus porosus
  - freshwater crocodiles – Crocodylus johnstoni
- the characteristics of saltwater crocodiles and freshwater crocodiles
- crocodile behavioural patterns
- key drivers that affect crocodile behaviour
- use of communication equipment
- culturally sensitive communication protocol
- state and territory legislation, regulations and codes of practice associated with crocodile habitats and crocodile welfare and activity
- environmental biosecurity guidelines
- crocodile habitat safety procedures.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to crocodile habitats
- specifications:
  - crocodile safety material.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO401 Manage minor crocodile incidents in the wild

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to manage minor incidents relating to human interactions with crocodiles. This does not include managing incidents with human fatalities. It includes working with various agencies in relation to the incidents.

The unit applies to individuals who work with crocodiles in crocodile habitats. While this unit relates mostly to saltwater crocodiles, it may also entail incidents with other crocodile species.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodile (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate crocodile incident	1.1 Investigate nature of incident from eyewitness reports or own inspection 1.2 Make assessment of key factors that may impact an appropriate response, including victim care, public and personal health and safety, crocodile care, biosecurity and environmental factors 1.3 Collect information to determine action according to the chain of command and workplace procedures 1.4 Interview informants to determine details of the incident
2. Respond to crocodile incident	2.1 Contact appropriate agencies to report the incident and seek medical assistance if required 2.2 Establish communications necessary to manage the situation 2.3 Transport resources and personnel to site and, if required, instruct personnel to establish physical barriers to keep the public away from the incident site 2.4 Establish site procedures and implement emergency plans according to the nature of the incident and health and safety requirements 2.5 Implement measures that minimise risk to the public, habitats, species and communities
3. Coordinate response to crocodile incident	3.1 Inform the general public and media of the nature of the incident and agency decisions according to workplace procedures 3.2 Brief volunteers or personnel on workplace health and safety hazards, preventative measures, the use of personal protective equipment (PPE) and reporting requirements 3.3 Manage immediate media response in calm, factual and logical manner
4. Complete crocodile incident management action	4.1 Follow incident management processes for debrief of the incident 4.2 Document incident and action taken, and determine if follow-up procedures are required

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Writing	• Complete incident documentation using appropriate technical terminology
Oral communication	• Address the general public and media using clear factual language • Provide brief and clear instructions to manage incident processes • Communicate in a culturally sensitive manner

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO401 Manage minor crocodile incidents in the wild	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO401 Manage minor crocodile incidents in the wild

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- managed at least five simulated minor crocodile incidents
- conducted at least one simulated media interview.

In doing the above, there must also be evidence that the individual has:

- complied with crocodile risk and safety standards
- treated crocodiles humanely
- complied with biosecurity and health and safety guidelines
- communicated with relevant parties.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- risk factors in crocodile habitats
- types of potential incidents involving crocodiles
- potential hazards and risks at the site of a crocodile incident:
  - crocodile weight and size (if it is still at the scene or in the vicinity)
  - other crocodiles in the vicinity
  - unpredictable behaviour
  - environmental hazards and contamination
  - peoples' actions
- basic features of incident management system, including:
  - roles of team members, including medical personnel
  - chain of command and communication
  - sequence of action to be followed

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  - incident zones – hot, warm, cold
  - incident barricade procedures
  - briefing and debriefing processes
- media communication:
  - getting background information about the interview/key areas of focus/the interviewer
  - preparing by mapping out key message(s)
  - staying factual in information delivery, not speculating
  - explaining events in a manner that can be understood by the audience
  - remaining even-tempered
  - not answering hypothetical questions
- agency liaison, including:
  - medical
  - government
  - national parks
- safe working practices, including:
  - personal protective equipment (PPE)
  - hygiene and biosecurity procedures
  - basic manual handling techniques
- biosecurity guidelines for crocodile habitats, including not contaminating waterways
- culturally sensitive communication protocol.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources:
  - policies relating to media interviews
- specifications:
  - crocodile safety documentation, codes of practice, policies and procedures
- relationships:
  - relevant parties.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO402 Harvest crocodiles for commercial use

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to harvest crocodiles in a humane way that complies with safe operating practices and with ethical, welfare and legislative requirements. Harvest in this context is specific for crocodiles used in commercial meat and skin production.

The unit applies to individuals who work with crocodiles in a controlled environment and are required to conduct crocodile harvest activity.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences or permits may be required for the use of firearms on crocodiles or if operating vehicles.

Licensing permits from the appropriate states or territories apply to this unit.

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to harvest crocodile	1.1 Gather and prepare required equipment, including personal protective equipment (PPE) for the harvesting of a crocodile according to workplace requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Ensure required number of team members are present 1.3 Identify crocodile to be harvested, and confirm that size meets market requirements with relevant parties 1.4 Identify hazards, injury risk, workplace health and safety issues and biosecurity risks associated with the procedure 1.5 Review procedures to ensure practices adhere to relevant legislation/regulation and codes of practice for crocodile welfare and crocodile euthanasia/destruction
2. Carry out humane destruction of crocodile	2.1 Destroy the crocodile using a device to immediately destroy the brain 2.2 Confirm death of crocodile according to standard operating procedures (SOPs)
3. Carry out crocodile post-harvest tasks	3.1 Handle and move carcass according to workplace requirements, paying particular attention to the skin 3.2 Prepare crocodile for processing according to the Australian standard for hygienic production of crocodile meat for human consumption 3.3 Dispose or decontaminate, and clean and store, equipment and materials according to biosecurity regulations and SOPs 3.4 Record and report any crocodile health or skin quality issues to relevant personnel according to SOPs

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret technical information relating to crocodile species
Oral communication	• Communicate in a clear, concise and culturally sensitive manner

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO402 Harvest crocodiles for commercial use	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO402 Harvest crocodiles for commercial use

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- conducted at least five crocodile harvest activities.

In doing the above, there must also be evidence that the individual has:

- followed crocodile risk and safety standards
- harvested crocodiles humanely
- complied with biosecurity guidelines
- complied with legislation and regulation associated with crocodile euthanasia or destruction.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- reasons for harvesting crocodiles:
  - crocodile farming for skin
  - crocodile farming for meat
- equipment required to effectively and humanely use different euthanasia/destruction processes
- relevant legislation/regulation and code of practice relating to crocodile welfare
- crocodile anatomy and physiology
- crocodile destruction techniques
- how to use different harvesting equipment and materials
- the principles of animal welfare and ethics
- handling deceased crocodiles with dignity
- hygiene principles and cleaning processes

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- biosecurity guidelines for crocodile carcasses
- risks and workplace health and safety issues associated with crocodile operations
- culturally sensitive communication protocol.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials, including access to:
  - appropriate firearms
  - personal protective equipment (PPE)
  - live and deceased crocodiles and/or crocodile replicas where assessment would be unsafe, impractical or unethical
- specifications:
  - crocodile safety documentation, policies and procedures
- relationships:
  - relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO403 Capture, transport and release crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to use recognised manual manipulation techniques to capture, transport and release a crocodile working in a team. While this unit relates mostly to saltwater crocodiles, it may also entail incidents with other crocodile species

The unit applies to individuals who work as team members to assist in crocodile operational activity.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace and the capture and release of crocodiles.

Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for capture, transport and release of a crocodile	1.1 Identify appropriate legislation/regulation and codes of practice for safe and humane capture, transport and release of crocodiles 1.2 Discuss the different methods of capture, transport and release

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	depending on the crocodile's size with relevant personnel 1.3 Discuss team roles for capturing, transporting and releasing crocodiles with relevant personnel 1.4 Select and fit appropriate personal protective equipment (PPE) and check first aid kit is complete 1.5 Prepare operational equipment required for the capture, transport and release of crocodiles, incorporating safety, biosecurity, environmental and regulatory requirements 1.6 Conduct a full rehearsal of the operation and establish the required communication processes according to workplace procedures
2. Capture a crocodile	2.1 Prepare the crocodile trap or device to be used for crocodile capture 2.2 Locate crocodile to be captured and estimate its length 2.3 Monitor crocodile behaviour and consult with appropriate personnel to determine if chemical restraint is required 2.4 Capture the crocodile according to standard operating procedures (SOPs) 2.5 Restrain the crocodile's jaw according to SOPs to prevent the animal from striking or lunging 2.6 Cover the crocodile's eyes to limit sight and calm the animal 2.7 Load the crocodile according to workplace procedures and safe work practices
3. Transport a crocodile	3.1 Prepare crocodile for transport according to workplace transport and biosecurity SOPs 3.2 Monitor crocodile behaviour and vitals at all stages and maintain situational awareness to ensure safety of self, others and crocodile, and report any abnormal conditions or crocodile behaviour to appropriate personnel 3.3 Maintain transport environment in a manner that is conducive to crocodile welfare and according to the appropriate crocodile code of practice
4. Use manual manipulation techniques to move a crocodile	4.1 Safely manoeuvre the crocodile to the agreed location using appropriate equipment and physical effort in a haul team when required

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Cooperate and communicate with team members to ensure safety and minimal stress to the crocodile
5. Release a crocodile	5.1 Remove crocodile constraints according to SOPs, maintaining safe work practices and avoiding unnecessary stress to the crocodile 5.2 Reposition crocodile in a planned location and monitor during recovery phase
6. Review and debrief information relating to crocodile capture, transport and release	6.1 Participate in crocodile capture, transport and release debrief session 6.2 Discuss processes and identify possible procedural improvements with team members or appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Oral communication	• Provide brief and clear procedural information • Communicate in a culturally sensitive manner

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFICRO403 Capture, transport and release crocodiles	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO403 Capture, transport and release crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has worked in a team:

- capturing, transporting and releasing at least five crocodiles.

In doing the above, there must also be evidence that the individual has:

- complied with crocodile risk and safety standards
- treated crocodiles humanely
- worked in a team environment
- used appropriate equipment correctly
- complied with regulation associated with crocodile care
- complied with biosecurity guidelines and environmental standards
- communicated with relevant parties.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types of equipment and how to use, including:
  - vehicles
  - rescue straps/webbing, ropes, slings
  - harpoons
  - glide mats or similar improvised equipment
  - head/eye protection for crocodiles
  - wooden dowel
  - first aid kit
  - tape
  - traps, cages or other crocodile relocation devices

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- key features of crocodile anatomy and physiology, including:
  - different crocodile species size
  - the animal's sensory organs
  - the animal's muscular jaw
  - the animal's muscular tail
- techniques involved in the manoeuvring of crocodiles, including:
  - roles of team members, including first aiders
  - communication
  - sequence of action to be followed
- variations to methods in crocodile capturing techniques depending on the size of the crocodile
- ways to restrain crocodiles, including:
  - using a crocodile trap with a gate that is secured and is appropriate for a large crocodile
  - working in a team that enables operators to restrain a crocodile and secure its jaws
  - covering the crocodile's eyes to limit sight so as to calm the animal
  - hauling the crocodile into the transport vehicle using the appropriate haulage methods for a large crocodile
  - when to seek advice from appropriate personnel regarding the use of chemical restraint
- crocodile habitat safety procedures, including:
  - never swimming or wading through any water in northern Australian waterways
  - only crossing rivers at shallow water sites or rocky areas in the narrowest section, no more than 30 cm (knee deep)
  - carrying some form of communication equipment
  - being careful when walking through long grass and when near banks
- appropriate action if confronted by an aggressive crocodile:
  - maintain sight of crocodile while retreating as rapidly as possible
  - raise the alarm and identifying location of crocodile to others
  - ensure all team members are accounted for and uninjured
  - use communication systems to inform others
- state and territory regulations and codes associated with crocodile habitats and crocodile activity
- biosecurity guidelines for crocodile habitats:
  - not contaminating waterways
  - observing standard operating procedures (SOPs)
- culturally sensitive communication protocol.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - crocodiles
  - equipment required for manual manipulation techniques
- specifications:
  - crocodile safety documentation, codes of practice, policies and procedures
- relationships:
  - team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFICRO404 Euthanise or destroy crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to carry out euthanasia or destruction of crocodiles in a humane way that complies with safe operating practices and with ethical, welfare and legislative requirements.

The unit applies to individuals who are required to euthanise sick crocodiles, or to individuals who have permission from the appropriate authority to destroy crocodiles for population management or for human safety following an incident or a potentially dangerous situation. Individuals are required to exhibit appropriate care for crocodiles so that stress and discomfort are minimised.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Licensing permits from the appropriate states or territories apply to this unit. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Pre-requisite Unit

Nil

Unit Sector

Crocodiles (CRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to euthanise or destroy crocodile	1.1 Establish the reason for the euthanasia or destruction of a crocodile and conduct a welfare assessment 1.2 Identify crocodile to be euthanised or destroyed, and confirm requirements with relevant parties 1.3 Prepare equipment required according to workplace requirements 1.4 Determine human assistance required for the procedure and make necessary arrangements 1.5 Identify hazards, injury risk, workplace health and safety issues and biosecurity risks associated with the procedure 1.6 Gather required equipment, including personal protective equipment (PPE) to prepare for the euthanasia or destruction of a crocodile
2. Carry out humane euthanasia or destruction of a crocodile	2.1 Ensure crocodile is physically restrained in a way that minimises its pain and distress 2.2 Euthanise or destroy a crocodile in a manner that is appropriate to the crocodile's size and according to health and safety, biosecurity and regulatory or code of practice requirements 2.3 Monitor procedure to ensure that the crocodile's death is rapid and without complications or undue suffering 2.4 Confirm death of crocodile according to standard operating procedures (SOPs)
3. Conduct crocodile post-euthanasia or destruction tasks	3.1 Handle and move carcass if required for research or post-mortem examination according to workplace requirements 3.2 Dispose of crocodile carcass and biological waste according to workplace policies and biosecurity regulations 3.3 Dispose or decontaminate, and clean and store equipment and materials according to SOPs 3.4 Debrief process with relevant personnel 3.5 Record action taken according to SOPs

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret technical information relating to crocodile species
Oral communication	• Communicate in a culturally sensitive manner

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFICRO404 Euthanise or destroy crocodiles	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFICRO404 Euthanise or destroy crocodiles

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- participated in at least five crocodile euthanasia/destruction activities.

In doing the above, there must also be evidence that the individual has:

- complied with crocodile risk and safety standards
- euthanised or destroyed crocodiles humanely
- complied with biosecurity guidelines
- followed legislation/regulation and codes of practice associated with crocodile euthanasia or destruction.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- reasons for euthanising/destroying crocodiles:
  - sick crocodiles
  - population management
- equipment most commonly used for crocodile euthanasia and/or destruction:
  - electrical stunner
  - ropes
  - capture device
  - firearms
- crocodile anatomy
- how to use different euthanasia/destruction equipment and materials
- relevant conservation legislation and codes for euthanasia/destruction methods:
  - humane bolt pistol or appropriate calibre bullet directly to the brain

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  - instantaneously severing the spine behind the head and immediately inserting a rod into the brain (pithing)
- the principles of animal welfare and ethics, and codes of practice relevant to crocodile welfare
- handling deceased crocodiles with dignity
- hygiene principles and cleaning processes
- post-mortem storage if laboratory testing is required
- biosecurity guidelines for crocodile carcasses
- risks and workplace health and safety issues associated with crocodile operations
- culturally sensitive communication protocol.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials, including access to:
  - appropriate firearms
  - personal protective equipment
  - live and deceased crocodiles and/or crocodile replicas where assessment would be unsafe, impractical or unethical
- specifications:
  - crocodile safety documentation, policies and procedures
- relationships:
  - relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV301 Work effectively as a diver in the seafood industry

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to work effectively as an occupational diver in the seafood industry. It includes the ability to recognise the various roles of divers in the seafood industry, comply with requirements for diving qualifications, and apply anatomic and physiological principles and laws of physics to meet and follow health and safety requirements and procedures in diving operations.

The unit applies to individuals who work in the seafood industry as occupational divers.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory workplace health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply industry knowledge to diving operations	1.1 Identify the roles of industry, government bodies and various diving qualifications as they apply to diving work 1.2 Recognise the roles of a diver and comply with the requirements for diving qualifications in the seafood industry

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Apply anatomy, diving physics and physiology principles when performing dives	2.1 Identify the relationship between the pressure, volume and temperatures of gas, and the implications of this relationship for the physical condition of divers 2.2 Apply principles of partial pressure, solubility of gases, the behaviour of light and sound under water and buoyancy principles to diving work
3. Follow health and safety procedures in diving operations	3.1 Identify and comply with guidelines and regulatory requirements for health and safety in diving operations 3.2 Follow correct health and safety procedures in a drill to prepare for the event of an incident or accident.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Makes calculations for diving operations
Reading	• Follows dive tables • Reads and interprets diving information and instruments
Navigate the world of work	• Takes responsibility for decisions about when and how to complete tasks, and coordinates with others
Interact with others	• Uses appropriate vocabulary, including technical language directly relevant to diving operations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIDIV301 Work effectively as a	SFIDIVE309A Work effectively as	Updated to meet Standards for Training	Equivalent unit

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diver in the seafood industry	a diver in the seafood industry	Packages Prerequisite removed Minor amendments to elements and performance criteria for clarity	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV301 Work effectively as a diver in the seafood industry

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has applied diving rules and principles and safety procedures to diving operations for the seafood industry on at least one occasion, including:

- complying with regulations and industry standards relating to occupational diving
- completing accurate calculations relating to depth, pressure, temperature, gases and buoyancy
- identifying the basic needs of a diving casualty as required
- identifying the requirements for assisting in the treatment of diving-related health conditions and illnesses.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- industry and government bodies associated with diving
- regulations, Australian standards and industry standards related to diving, including:
  - AS/NZS 2299.1:2015 Occupational diving operations – Standard operational practice
  - AS 2815 series – Training and certification of occupational divers
- reciprocal/mutual recognition arrangements of dive standards and qualifications with other countries
- obligations, responsibilities and required health status for accreditation as an occupational diver
- recreational dive-industry qualifications relating to occupational diving
- statutory requirements for workplace health and safety in diving operations
- the laws and principles relating to depth, pressure, temperature, gases and buoyancy
  - buoyancy (Archimedes' Principle)
  - the partial pressure of gases (Dalton's Law)

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  - the relationship between pressure and temperature (Charles's Law)
  - the relationship between pressure and volume (Boyle's Law)
  - the solubility of gases (Henry's Law)
- the use, effect advantages and limitations of the use of various breathing gas mixtures
- the use and effect of nitrox in surface-orientated diving operations
- the use of decompression tables to calculate and manage safe diving profiles
- the effect on divers of pressure, volume and temperature changes procedures relating to maintaining the health and safety of the individual and others
- advantages and limitations of the use of one hundred per cent oxygen in managing diving illnesses
- atmospheric, hydrostatic, absolute, ambient and gauge pressures
- positive, negative and neutral buoyancy and effects of saltwater and freshwater
- equipment used to compensate for buoyancy changes
- equipment used to compensate for light and sound effects under water
- direct and indirect hazards associated with diving
- the behaviour of light and sound under water and their effect on divers
- the effect of partial pressure and solubility of gases on divers and the need for decompression
- first aid principles as they relate to diving-related conditions, illnesses and accidents.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a dive site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - sources on industry, government bodies and diving qualifications
  - relevant diving equipment
  - current first aid manuals
- specifications:
  - access to diving regulations and codes of practice as they apply to the seafood industry
  - workplace procedures for diving operations that include advice on health and safety requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV302 Perform diving operations using SSBA

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to dive to a maximum depth of 30 metres using surface-supplied breathing apparatus (SSBA) and complete occupational post-dive activities. It includes the ability to check and connect equipment, prepare a dive plan, carry out an open water dive and post-dive equipment checks.

This unit applies to individuals who work as occupational divers in the seafood industry undertaking tasks in collecting or tending aquatic animals, cleaning and maintenance, retrieval and water sampling and pest control during diving operations.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory workplace health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for diving operations using SSBA	1.1 Select, check and prepare equipment for an SSBA diving operation 1.2 Ensure defective equipment is marked and removed from service by the person in charge of the diving operation

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Don personal protective equipment and diving equipment appropriate to the type and duration of the dive in the correct sequence 1.4 Connect and check all surface-supply equipment for correct function, line-up and readiness 1.5 Connect and check the reserve air-supply equipment for correct function and readiness 1.6 Plan dive, select and check necessary tools, and conduct a risk assessment 1.7 Ensure the dive is recorded by the person in charge of the diving operation
2. Perform open water SSBA diving operations	2.1 Undertake open water SSBA diving operations to a maximum depth of 30 metres according to accepted industry occupational diving guidelines 2.2 Follow decompression and emergency procedures according to industry occupational diving guidelines 2.3 Undertake tender duties in an SSBA diving operation according to industry occupational diving guidelines and workplace procedures 2.4 Establish and maintain effective communication with surface and dive team 2.5 Operate SSBA while divers are in the water
3. Maintain effective work relationships within a dive team	3.1 Maintain effective teamwork during dive operations 3.2 Follow routine instructions according to dive plan and directions from team members
4. Complete activities after SSBA dive	4.1 Remove personal protective equipment and diving equipment on completion of the SSBA diving operation 4.2 Carry out post-dive equipment checks and report faults 4.3 Decontaminate, clean and store equipment according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Makes calculations involving pressure, volume and temperature relationships • Interprets decompression tables and data
Reading	• Reads and identifies required information from diving-related instructions, procedures, regulations, guidelines and texts • Interprets emergency action plan
Navigate the world of work	• Interprets and follows regulatory requirements and seeks clarification or other assistance when required
Interact with others	• Uses appropriate terminology, hand and lifeline signals specific to SSBA and general diving operations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIDIV302 Perform diving operations using SSBA	SFIDIVE310A Perform diving operations using SSBA	Updated to meet Standards for Training Packages Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV302 Perform diving operations using SSBA

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken a diving operation in open water to a maximum depth of 30 metres using surface-supplied breathing apparatus (SSBA) on at least one occasion, including:

- completing pre-dive equipment preparations and checks, operating, maintaining and storing equipment, including:
  - breathing apparatus – demand type (industry half masks, full masks and helmets) and free-flow type
  - buoyancy compensator
  - depth-measuring instruments
  - dive computer
  - diver's clothing
  - dive hose
  - communication systems
  - gauges
  - main and reserve air supplies
  - safety harness
  - shot-line
  - surface-supply panel
  - umbilicals
  - weights, fins and masks
- preparing a dive plan and risk assessment
- dressing and undressing correctly for SSBA diving operations
- identifying dive-related emergency procedures in the event of an emergency
- applying decompression principles, tables and procedures
- performing assigned tender tasks

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- working effectively as a member in a dive team.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- function and operating method of equipment required for an SSBA diving operation
- function and regulatory requirements of main and reserve air supplies
- common equipment faults and consequences of incorrect use
- correct dressing and undressing sequence for SSBA
- testing, connection and maintenance procedures for SSBA
- hazards associated with SSBA diving operations, and precautions to reduce risk
- pressure values for different depths and awareness of pneumofathometer function
- legislative, regulatory and industry requirements for SSBA
- diving industry code of practice and guidelines
- range of tender duties undertaken in an SSBA diving operation
- methods to enter and exit the water
- decompression principles, tables and procedures
- anatomy, diving physics and physiology principles relevant to SSBA diving operations
- principles of underwater communication systems
- various SSBA configurations and their key features
- diving-related medical conditions and their treatments
- pre-dive and post-dive procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a diving environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - diving equipment, tools and accessories for SSBA diving operations
  - dive tables and dive-related information
  - proforma for developing a dive plan and risk assessment
- specifications:
  - workplace procedures for performing SSBA diving operations that include advice on emergency situations
  - access to industry occupational diving guidelines
- relationships:
  - evidence of interactions with dive team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV303 Perform diving operations using SCUBA

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to use self-contained underwater breathing apparatus (SCUBA) to dive to a maximum depth of 30 metres and complete occupational post-dive activities. It includes the ability to check and prepare equipment, prepare a dive plan, carry out an open water SCUBA dive and complete post-dive equipment checks.

This unit applies to individuals who work as occupational divers in the seafood industry undertaking tasks in collecting or tending aquatic animals, cleaning and maintenance, environmental surveys, retrieval and water sampling and pest control during diving operations.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory work health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for SCUBA	1.1 Select, check and prepare equipment for a SCUBA diving

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
diving operations	operation 1.2 Ensure defective equipment is marked and removed from service by the person in charge of the diving operation 1.3 Don personal protective equipment and diving equipment appropriate to the type and duration of the dive in the correct sequence 1.4 Plan dive, select and check necessary tools, and conduct a risk assessment 1.5 Ensure the dive is recorded by the person in charge of the diving operation
2. Perform open water SCUBA diving operations	2.1 Undertake open water SCUBA diving operations to a maximum depth of 30 metres according to accepted industry occupational diving guidelines 2.2 Follow decompression and emergency procedures according to industry occupational diving guidelines 2.3 Undertake tender duties in a SCUBA operation according to industry occupational diving guidelines 2.4 Establish and maintain effective communication with surface and dive team
3. Maintain an effective work relationship in a dive team	3.1 Maintain effective teamwork during dive operations 3.2 Follow routine instructions according to dive plan and directions from team members
4. Complete activities after SCUBA dive	4.1 Remove personal protective equipment and diving equipment on completion of the SCUBA diving operation 4.2 Carry out post-dive equipment checks and report faults 4.3 Decontaminate, clean and store equipment according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Numeracy	• Makes calculations involving pressure, volume and temperature relationships • Interprets decompression tables and data
Reading	• Reads and identifies required information from diving-related instructions, procedures, regulations, guidelines and texts • Interprets emergency action plan
Writing	• Communicates underwater via slate
Navigate the world of work	• Interprets and follows regulatory requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate terminology, hand and lifeline signals specific to SCUBA and general diving operations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIDIV303 Perform diving operations using SCUBA	SFIDIVE311A Perform diving operations using SCUBA	Updated to meet Standards for Training Packages Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV303 Perform diving operations using SCUBA

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken a diving operation in open water to a maximum depth of 30 metres using self-contained underwater breathing apparatus (SCUBA) on at least one occasion, including:

- completing pre-dive equipment preparations and checks, operating, maintaining and storing equipment, including:
  - breathing apparatus – demand SCUBA type (1/2 mask and lightweight full face mask)
  - communication systems
  - communication systems
  - depth-measuring instruments
  - dive computer
  - diver's clothing
  - dive hose
  - gauges
  - main and reserve air supplies
  - tethers weights, fins and masks
- preparing a dive plan and risk assessment
- dressing and undressing correctly for SCUBA diving operations
- identifying dive-related emergency procedures in the event of an emergency
- applying decompression principles, tables and procedures
- preforming assigned tender tasks
- working effectively as a member in a dive team.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- function and operating method of equipment required for a SCUBA diving operation
- function and regulatory requirements of main and reserve air supplies
- common equipment faults and consequences of incorrect use
- correct dressing and undressing sequence for SCUBA
- testing, assembly and maintenance procedures for SCUBA
- hazards associated with SCUBA diving operations, and precautions to reduce risk
- pressure values for different depths and awareness of pneumofathometer function
- legislative, regulatory and industry requirements for SCUBA
- diving industry code of practice and guidelines
- range of tender duties undertaken in a SCUBA diving operation
- methods to enter and exit the water
- decompression principles, tables and procedures
- anatomy, diving physics and physiology principles relevant to SCUBA diving operations
- principles of underwater communication systems
- various SCUBA configurations and their key features
- diving-related medical conditions and their treatments
- pre-dive and post-dive procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a diving environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - equipment, tools and accessories for SCUBA diving operations
  - dive tables and dive-related information
  - proforma for developing a dive plan and risk assessment
- specifications:
  - workplace procedures for performing SCUBA diving operations that include advice on emergency situations
  - access to industry occupational diving guidelines
- relationships:
  - evidence of interactions with dive team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV304 Undertake emergency procedures in diving operations using SSBA

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform surface and in-water standby diver activities, provide assistance in an emergency situation and perform a self-rescue ascent during occupational surface-supplied breathing apparatus (SSBA) diving operations.

The unit applies to individuals who work as occupational divers in the seafood industry, which includes performing the duties of standby diver and providing assistance in emergency situations.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory work health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Perform surface standby SSBA diver	1.1 Ensure surface standby-diver activities conform to appropriate emergency and rescue procedures and equipment used

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
activities	1.2 Maintain a state of readiness to ensure effective response in the event of an emergency
2. Perform in-water standby SSBA diver activities	2.1 Ensure in-water standby-diver activities conform to appropriate emergency or rescue procedures and equipment used 2.2 Maintain communication lines with the surface team to ensure all necessary rescue action is undertaken
3. Assist in SSBA emergency situations	3.1 Give assistance in the recovery of an unconscious or injured diver from the surface to dry land or the deck of a dive platform in a manner that prevents further injury 3.2 Manage ascent in an emergency situation by controlling buoyancy, while identifying circumstances where shedding weights may be necessary 3.3 Assess the needs of a diving casualty and provide first aid as required 3.4 Assist in the treatment of diving-related health conditions and illnesses

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Makes calculations involving pressure, volume and temperature relationships • Uses decompression information while underwater • Reads instruments
Reading	• Follows dive tables • Reads diving-specific general and technical information, first aid literature, regulatory requirements and industry guidelines • Interprets an emergency action plan
Writing	• Completes dive accident medical information forms and related records
Navigate the world of	• Understands the role of a surface standby SSBA diver and how it

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Skill	Description
work	contributes to the work of others in the immediate work context • Takes responsibility for decisions about when and how to complete tasks, and coordinates with others
Interact with others	• Uses appropriate terminology, hand and lifeline signals relevant to emergency procedures in SSBA diving operations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIDIV304 Undertake emergency procedures in diving operations using SSBA	SFIDIVE312A Undertake emergency procedures in diving operations using SSBA	Updated to meet Standards for Training Packages Prerequisite removed Performance criteria added to replace gap in the removal of prerequisite	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV304 Undertake emergency procedures in diving operations using SSBA

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken drill emergency procedures for occupational diving operations using SSBA on at least one occasion, including:

- conducting surface and in-water standby-diver duties
- communicating and following instructions from surface team
- assessing the needs and identifying the appropriate emergency or rescue procedures for:
  - a conscious diver
  - an unconscious diver
- controlling free ascend correctly and safely.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- emergencies that may occur during diving operations in the seafood industry
- procedures related to the use of equipment in relation to identified emergencies
- effective methods to handle a range of physical and medical emergencies during diving operations
- risk of hyperthermia or hypothermia when fully dressed as a standby diver
- free-ascent practices and associated dangers and limitations
- need for and limitations of shedding weights in particular emergency situations
- suit inflation and buoyancy compensator inflation procedures
- dive-related health conditions and illnesses.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a diving environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - diving equipment for SSBA diving operations
  - emergency equipment
- specifications:
  - workplace procedures for SSBA diving operations that include advice on emergency and safety requirements
- relationships:
  - evidence of interactions with surface team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV305 Undertake emergency procedures in SCUBA diving operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform surface and in-water standby diver activities, provide assistance in an emergency situation and perform a self-rescue ascent during occupational self-contained underwater breathing apparatus (SCUBA) diving operations.

The unit applies to individuals who work as occupational divers in the seafood industry, which includes performing the duties of standby diver and providing assistance in emergency situations.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory work health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Perform surface standby SCUBA diver	1.1 Ensure surface standby-diver activities during operations conform to appropriate emergency and rescue procedures and equipment used

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
activities	1.2 Maintain a state of readiness to ensure prompt action in the event of an emergency at all times
2. Perform in-water standby SCUBA diver activities	2.1 Ensure in-water standby-diver activities conform to appropriate emergency or rescue procedures and equipment used 2.2 Maintain communication lines with the surface team to ensure all necessary rescue action is undertaken
3. Assist in SCUBA emergency situations	3.1 Give assistance in the recovery of an unconscious or injured diver from the surface to dry land or the deck of a dive platform in a manner that prevents further injury 3.2 Manage ascent in an emergency situation by controlling buoyancy, while identifying an emergency situation where shedding weights may be necessary 3.3 Assess the needs of a diving casualty and provide first aid as required 3.4 Assist in the treatment of diving-related health conditions and illnesses

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Makes calculations involving pressure, volume and temperature relationships • Uses decompression information while underwater • Reads instruments
Reading	• Follows dive tables • Reads diving-specific general and technical information, first aid literature, regulatory requirements and industry guidelines • Interprets an emergency action plan
Writing	• Completes dive accident medical information forms and related records
Navigate the world of	• Understands the role of a surface standby SCUBA diver and how

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Skill	Description
work	it contributes to the work of others in the immediate work context • Takes responsibility for decisions about when and how to complete tasks, and coordinates with others
Interact with others	• Uses appropriate terminology, hand and lifeline signals relevant to emergency procedures in SCUBA diving operations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIDIV305 Undertake emergency procedures in SCUBA diving operations	SFIDIVE313A Undertake emergency procedures in diving operations using SCUBA	Updated to meet Standards for Training Packages Prerequisite removed Performance criteria added to replace gap in the removal of prerequisite	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV305 Undertake emergency procedures in SCUBA diving operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken emergency drill procedures for occupational self-contained underwater breathing apparatus (SCUBA) diving operations on at least one occasion, including:

- conducting surface and in-water standby-diver duties
- communicating and following instructions from surface team
- assessing the needs and identifying the appropriate emergency or rescue procedures for:
  - a conscious diver
  - an unconscious diver
- controlling free ascend correctly and safely.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- emergencies that may occur during diving operations in the seafood industry
- procedures related to the use of equipment in relation to identified emergencies
- effective methods to handle a range of physical and medical emergencies during diving operations
- risk of hyperthermia or hypothermia when fully dressed as a standby diver
- free-ascent practices and associated dangers and limitations
- need for and limitations of shedding weights in particular emergency situations
- suit inflation and buoyancy compensator inflation procedures
- dive-related health conditions and illnesses.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a diving environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - diving equipment for SCUBA diving operations
  - emergency equipment
- specifications:
  - workplace procedures for SCUBA diving operations that include advice on emergency and safety requirements
- relationships:
  - evidence of interactions with surface team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV306 Perform underwater work in the aquaculture sector

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform underwater dive work in aquaculture environments, including entering and leaving the water safely, undertaking maintenance on culture, holding or other structures and vessels, using basic hand tools and auxiliary devices, restraining and lifting loads, and conducting underwater searches.

This unit applies to individuals who work as occupational divers in the aquaculture sector of the seafood industry.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory work health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Enter and leave the water	1.1 Consult crew and consider prevailing weather and water conditions when assessing the safety of diving operations, and make a judgement on whether to continue the dive 1.2 Ensure that procedures during the dive, and when entering or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	leaving the water from the dive platform meet guidelines and are according to normal dive practices 1.3 Use signals to the dive platform before descent and following ascent according to normal dive practices
2. Maintain structures, vessels and equipment	2.1 Inspect and assess the condition of culture or holding structures and report any required action to the supervisor 2.2 Inspect and assess the condition of associated vessels, structures, plant and equipment and report any required action to the supervisor 2.3 Undertake appropriate maintenance according to industry or licensing body instructions and health and safety procedures
3. Assist in lifting and handling	3.1 Recognise the limitations and suitability of winches with hydraulic and air motors for use on the surface and underwater when undertaking winching operations 3.2 Use correct signs and signals during winch operations to communicate effectively with crew 3.3 Select and rig lifting equipment and ropes of the correct type and safe working load using the correct mechanical advantage for the load being lifted 3.4 Use and secure lifting bags to raise loads 3.5 Restrain the load so that ascent is controlled 3.6 Inspect and maintain slings, ropes and lifting bags and carry out pre- and post-dive checks on lifting devices
4. Use basic hand tools and auxiliary devices underwater	4.1 Use a range of hand tools to complete simple tasks underwater 4.2 Use auxiliary devices in underwater operations safely 4.3 Inspect tools and devices for defects, maintain and store after use or set aside for repair
5. Conduct underwater searches	5.1 Use a range of underwater search and survey techniques to locate targeted items 5.2 Maintain signals while conducting underwater search

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Interprets and follows dive tables • Reads diving instruments • Performs calculations and measurements for diving operations and underwater search and survey techniques
Reading	• Interprets required information from diving-related instructions, procedures, regulatory requirements and guidelines
Navigate the world of work	• Takes responsibility for decisions about when and how to complete tasks, and coordinates with others
Interact with others	• Uses appropriate terminology and signals specific to diving, lifting and handling operations
Get the work done	• Uses diver communication systems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIDIV306 Perform underwater work in the aquaculture sector	SFIDIVE315A Perform underwater work in the aquaculture sector	Updated to meet Standards for Training Packages Prerequisite removed Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV306 Perform underwater work in the aquaculture sector

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has performed underwater dive work in an aquaculture environment on at least one occasion, including:

- making an assessment of the conditions before undertaking a dive
- entering and leaving the water according to standard dive procedures
- assisting with winch operations
- undertaking the required maintenance tasks on the aquaculture site
- operating and maintaining the appropriate tools and auxiliary devices to complete the required underwater tasks
- using appropriate dive signals when communicating with crew
- using appropriate search techniques to trace items.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- local weather and sea conditions that impact on diving operations
- diving signals used in underwater work, including when entering and leaving water and carrying out lifting and handling activities and underwater searches
- aquaculture apparatus and associated equipment, including:
  - auxiliary devices
  - lifting equipment, including its suitability and limitations
  - basic hand tools
- diver communication systems
- methods for entering and leaving the water from a range of dive platforms
- maintenance procedures that require underwater work on an aquaculture site
- safe working loads and mechanical advantages for winching operations

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- underwater search and survey techniques used for underwater work on an aquaculture site.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a diving environment in an aquaculture setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - diving equipment
  - aquaculture apparatus and associated equipment
  - basic hand tools used in the aquaculture sector
  - underwater auxiliary devices
- specifications:
  - workplace procedures for performing underwater work that include advice on health and safety requirements
  - manufacturer instructions for basic hand tools.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIDIV307 Perform underwater work in the wild catch sector

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform underwater dive work in wild catch environments, including entering and leaving the water safely, harvesting seafood and other aquatic products, using basic hand tools and auxiliary devices, restraining and lifting loads, and conducting underwater searches.

The unit applies to individuals who work as occupational divers in the aquaculture sector of the seafood industry.

Occupational licensing, legislative and certification requirements apply to this unit but vary according to state/territory requirements. Occupational diving is regulated independently by each state and territory work health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Pre-requisite Unit

Nil

Unit Sector

Diving (DIV)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Enter and leave the water	1.1 Consult crew and consider prevailing weather and water conditions when assessing the safety of diving operations, and decide on whether to continue the dive 1.2 Ensure that procedures during the dive, and when entering or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	leaving the water from the dive platform meet diving guidelines and are according to normal dive practices 1.3 Use signals to the dive platform before descent and following ascent according to normal dive practices
2. Harvest and land seafood catch	2.1 Identify and harvest targeted seafood and other aquatic products legally and safely 2.2 Handle catch to maintain maximum quality and according to workplace and industry operating procedures 2.3 Land catch according to workplace and industry operating procedures
3. Assist in lifting and handling	3.1 Recognise the limitations and suitability of winches with hydraulic and air motors for use on the surface and underwater when undertaking winching operations 3.2 Use the correct signs and signals during winch operations so as to communicate effectively with crew 3.3 Select and rig lifting equipment and ropes of the correct type and safe working load using the correct mechanical advantage for the catch being lifted 3.4 Use and secure lifting bags to raise catch 3.5 Restrain the catch so that ascent is controlled 3.6 Inspect and maintain slings, ropes and lifting bags and carry out pre- and post-dive checks on lifting devices
4. Use basic hand tools and auxiliary devices underwater	4.1 Use a range of hand tools to complete simple tasks underwater 4.2 Use auxiliary devices in underwater catch operations safely 4.3 Inspect tools for defects, maintain and store after use or set aside for repair
5. Conduct underwater searches	5.1 Use a range of underwater search and survey techniques to locate targeted items 5.2 Maintain signals while conducting underwater search

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Interprets and follows dive tables • Reads diving instruments • Performs calculations and measurements for diving operations and underwater search and survey techniques
Reading	• Interprets required information from diving-related instructions, procedures, regulatory requirements and guidelines
Navigate the world of work	• Takes responsibility for decisions about when and how to complete tasks, and coordinates with others
Interact with others	• Uses appropriate terminology and signals specific to diving, lifting and handling operations
Get the work done	• Uses diver communication systems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIDIV307 Perform underwater work in the wild catch sector	SFIDIVE316A Perform underwater work in the wild catch sector	Updated to meet Standards for Training Packages Prerequisite removed Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIDIV307 Perform underwater work in the wild catch sector

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has performed underwater dive work in a wild catch environment on at least one occasion, including:

- making an assessment of the conditions before undertaking a dive
- entering and leaving the water according to standard dive procedures
- assisting with winch operations
- harvesting and safely handling seafood catch
- operating and maintaining the appropriate tools and auxiliary devices to complete the required underwater tasks
- using appropriate dive signals when communicating with crew
- using appropriate search techniques to trace items.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- local weather and sea conditions that impact on diving operations
- diving signals used in underwater work, including when entering and leaving water and carrying out lifting and handling activities and underwater searches
- wild catch apparatus and associated equipment, including:
  - auxiliary devices, including low pressure air supply systems
  - lifting equipment, including its suitability and limitations
  - basic hand tools
- diver communication systems
- methods for entering and leaving the water from a range of dive platforms
- seafood harvest procedures that require underwater work in a wild catch environment
- fisheries legislation relevant to wild catch harvesting

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- safe working loads and mechanical advantages for winching operations
- underwater search and survey techniques used for underwater work in a wild catch environment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a diving environment in a wild catch setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - diving equipment
  - basic hand tools used in the wild catch sector
  - underwater auxiliary equipment
- specifications:
  - workplace procedures for performing underwater work that include advice on health and safety requirements
  - access to fisheries legislation and industry operating procedures for wild catch harvesting
  - manufacturer instructions for basic hand tools.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIEMS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to participate in environmentally sustainable work practices in the seafood industry. It requires the ability to identify and measure current resource usage and efficiencies, report workplace environmental hazards, follow workplace plans and make suggestions for improvements.

The unit applies to individuals who work in the seafood industry and perform a range of routine and predictable activities requiring sustainable work practices.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Environmental Management Systems (EMS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current	1.1 Identify workplace environmental and resource efficiency issues in

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
resource use	the seafood industry 1.2 Identify resources used in own work role and consider potential for environmental improvement 1.3 Use relevant information to measure and record current usage of resources 1.4 Report workplace environmental hazards to relevant personnel
2. Comply with workplace environmental requirements	2.1 Follow workplace procedures to ensure compliance with relevant regulations 2.2 Report breaches or potential breaches to relevant personnel
3. Contribute to environmental improvements	3.1 Follow workplace environmental plans to improve environmental practices and resource efficiency 3.2 Make suggestions for improvements to workplace practices and resource efficiency

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Recognises and interprets textual information in workplace information
Writing	• Completes workplace documentation accurately
Numeracy	• Calculates basic metric measurements to determine resource usage
Oral communication	• Expresses ideas clearly and uses relevant language to report issues to others
Navigate the world of work	• Understands and follows regulatory and compliance responsibilities related to own work

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIEMS201 Participate in environmentally sustainable work practices	SFIEMS201B Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIEMS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has identified, complied with, and contributed to the improvement of environmentally sustainable work practices in the context of their role on at least one occasion, including:

- identifying existing or potential environmental and resource efficiency issues, hazards or compliance concerns
- identifying at least two improvements to workplace practices and resource efficiency based on observing and following workplace procedures and measuring current usage of resources.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common environmental and resource hazards and risks associated with the seafood industry sector relevant to work area
- procedures and processes relevant to work area that support environmental and resource efficiencies
- environmental sustainability principles that apply to own work role
- key features of environmental laws, regulations and standards and why they are relevant to the work context and seafood industry
- workplace environmental plan and its application to own work role
- legal and workplace requirements for reporting:
  - environmental and resource hazards and risks
  - environmental and resource efficiencies and inefficiencies.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to relevant workplace documentation
- specifications:
  - relevant workplace procedures that include advice on environmental requirements and environmentally sustainable work practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIEMS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to implement and monitor environmentally sustainable work practices in the seafood industry. It requires the ability to analyse the workplace in an effective manner in relation to environmentally sustainable work practices, implement improvements and monitor their effectiveness.

This unit applies to individuals who are responsible for ensuring that environmentally sustainable work practices comply with environmental regulations and seafood industry standards.

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

Pre-requisite Unit

Nil

Unit Sector

Environmental Management Systems (EMS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate current practices for resource usage	1.1 Identify environmental regulations relevant to the seafood industry sector and workplace, and evaluate procedures for assessing compliance with regulations 1.2 Collect information on environmental management and resource

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	efficiency systems and procedures 1.3 Analyse and organise information from a range of sources to provide information, advice, tools and resources for improvement opportunities 1.4 Measure and document current workplace resource usage to investigate improvement opportunities 1.5 Analyse and document current workplace purchasing strategies to investigate opportunities for improvement 1.6 Analyse and document current work processes for accessing information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input and access sources of information and data from external sources 2.2 Evaluate alternative solutions to workplace environmental issues 2.3 Set efficiency targets based on achievable goals and milestones
3. Implement performance improvement strategies	3.1 Apply methods to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area, and communicate ideas and possible solutions to team members and management 3.3 Implement and integrate environmental and resource efficiency improvement plans for own work area with other operational activities 3.4 Supervise and support team members to identify areas for improved practices and resource efficiency in work area as required 3.5 Seek and act upon suggestions and ideas about environmental and resource efficiency management from stakeholders, as appropriate 3.6 Implement costing strategies to fully value environmental assets
4. Monitor performance	4.1 Use or develop tools and technology for evaluating and monitoring environmental and resource efficiency performance 4.2 Document efficiency outcomes and communicate reports on targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans and set new targets, and apply new tools, technology and strategies 4.4 Promote successful strategies and acknowledge participants

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Identifies and interprets complex text to determine legislative, regulatory and business requirements • Analyses reported information to determine potential improvements to workplace practices
Writing	• Records and documents findings from reviews and analyses according to workplace requirements • Prepares reports and updates using formats and language appropriate for the audience
Numeracy	• Interprets data and numerical information • Measures usage and calculates metric measurements, quantities, ratios and financial data using appropriate tools
Oral communication	• Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Navigate the world of work	• Recognises and follows legislative requirements and workplace policies and procedures associated with own role
Interact with others	• Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Get the work done	• Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIEMS401 Implement and monitor environmentally sustainable work practices	SFIEMS301B Implement and monitor environmentally sustainable work practices	Updated to meet Standards for Training Packages Change to AQF indicator in unit code to better reflect outcomes Minor amendments to elements and performance criteria	Equivalent unit

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		for clarity	

Links

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Assessment Requirements for SFIEMS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has investigated, implemented and monitored environmentally sustainable work practices on at least one occasion, including:

- documenting outcomes of an investigation of current workplace practices in relation to resource usage and recommendations on areas of improvement
- establishing efficiency targets for resource usage and work practices
- developing strategies and a work plan to implement and monitor improvement of performance
- reporting on implementation and monitoring outcomes and recommendations for further improvements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- best practice approaches relevant to the seafood industry
- quality assurance systems relevant to the seafood industry
- environmental and resource efficiency issues specific to the seafood industry, including:
  - by-catch
  - catch and disposal monitoring of species, size and quantity
  - fuel and oil consumption
  - impact of urban and agricultural development on water quality
  - management and disposal of waste
  - freshwater and marine ecology
  - strategic and emergency response to reduce environmental risks to livelihoods and natural resources, including the freshwater and marine environment

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- standards, guidelines and approaches to environmental sustainability relevant to the seafood sector, including:
  - ecological footprinting
  - federal, state, territory and local government laws and regulations relating to environmental protection
  - global reporting initiative
  - standards for environmental management systems
  - lifecycle analyses
  - product stewardship
  - regulated and voluntary strategies
- strategies to maximise opportunities and minimise impacts relevant to the seafood industry
- principles and purposes for setting efficiency targets
- processes for implementing and monitoring environmental and resource efficiency performance.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to relevant workplace documentation and information sources
  - relevant legislation, standards and guidelines
- relationships:
  - evidence of interactions with team members and management.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIEMS501 Plan an aquatic environmental audit

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to contribute to the development and implementation of aquatic plans and strategies by planning an aquatic environmental audit that incorporates ecological issues.

This unit applies to individuals who have specialised aquatic environmental knowledge and develop processes, liaise with clients and effectively identify audit processes for the environmental impact of aquatic practices.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Environmental Management Systems (EMS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine audit objectives	1.1 Determine the purpose and requirements of the internal or external environmental audit of aquatic operational processes against the principles of integrated and sustainable aquatic systems

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Determine how the aquatic operational processes will be assessed against environmental control standards and legislative requirements relevant to aquatic practices 1.3 Incorporate relevant audit standards relating to the health of aquatic species; organic waste release; water and energy usage, interactions with wildlife and other species; the use of aquatic technology; and the health of coastal ecosystems 1.4 Document aquatic environmental audit objectives and standards
2. Develop audit tools	2.1 Obtain authorisation to proceed with the audit according to workplace procedures and health and safety standards 2.2 Determine information gathering techniques and testing processes for audit purposes 2.3 Develop surveys or necessary documentation for the audit 2.4 Plan requirements and anticipate the use of the audit resources 2.5 Confirm guidelines for audit processes and confidentiality arrangements according to workplace requirements and regulatory codes
3. Scope the audit site	3.1 Obtain information relating to the site and its operational capacity from relevant personnel to determine audit planning needs 3.2 Assess site characteristics to determine site audit requirements relating to the health of aquatic species; organic waste release; water and energy usage; interactions with wildlife and other species; the use of aquatic technology; and the health of coastal ecosystems 3.3 Report potential hazards and physical and operational risks that may arise to relevant personnel 3.4 Plan the date, time and duration of the audit 3.5 Plan details relating to the specific site requirements, access to the site and emergency and personal protective equipment (PPE) requirements
4. Record audit plan	4.1 Record aquatic environmental audit details according to workplace procedures 4.2 Complete documentation in relation to site visit purpose according to assigned instructions

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Identify and interpret aquatic environmental principles in scientific texts
Writing	• Record test requirements with appropriate technical detail

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIEMS501 Plan an aquatic environmental audit	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIEMS501 Plan an aquatic environmental audit

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned an aquatic environmental audit on at least one occasion.

In doing the above, there must also be evidence that the individual has:

- identified and measured the effectiveness of environmentally sustainable practices strategies for:
  - conserving energy resources
  - groundwater monitoring
  - managing water use
  - minimising waste
  - minimising adverse interactions with wildlife
  - using technology effectively
- recorded audit requirements
- consulted effectively with relevant personnel
- identified hazards and risks
- sourced, organised and applied information
- planned emergency procedures and the use of personal protective equipment (PPE)
- complied with work health and safety standards
- developed surveys and necessary documentation for the audit
- planned the use of recording and photographic equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- aquatic operational processes:

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    - fish farms
    - key features of land and drainage catchment and coastal processes
    - transport of stock and equipment
    - service of equipment
    - feed technology
    - environmental compliance
    - high-energy sites
    - real time systems
    - probe maintenance
- relevant aspects of an aquatic environmental audit:
    - waste evaluation
    - energy usage, including fuel efficiency, passive energy use
    - water resource management, including the minimisation of water contamination with chemicals
    - minimising interactions with wildlife and other resource users
    - effective use of technology and atomisation and options for improvements
    - the general features and capabilities of aquatic technology
    - water management systems
- environmental control standards and legislative requirements relevant to aquatic practices
- environmental risk identification and reduction
- principles of integrated and sustainable aquatic systems, including:
    - effect of effluent on plants, animals and environment
    - energy flows and food webs
    - nutrient cycling
    - impact of noise, dust, odour and light control
- aquatic health and safety standards
- audit planning processes, including:
    - information gathering techniques
    - testing and result interpretation processes
    - survey planning
    - operational processes that should be included
    - consultative processes
    - options for use of specialised contract services.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
    - skills must be demonstrated in an aquatic setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - aquatic technology or systems to monitor operational capacity and usage
- specifications:
  - aquatic operational records
  - audit tools
- relationships:
  - relevant personnel as specified in the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIEMS502 Conduct an aquatic environmental audit

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to contribute to the development and implementation of aquatic plans and strategies by conducting an aquatic environmental audit that incorporates ecological issues and the management of aquatic species.

This unit applies to individuals who have specialised aquatic environmental knowledge and follow assigned instructions, liaise with clients and effectively identify and assess aquatic practices and how they impact on the aquatic environment.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Environmental Management Systems (EMS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for aquatic environmental audit	1.1 Review environmental audit criteria to determine job requirements, including standards relating to the health of aquatic

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	species; organic waste release; energy usage; water management; effective use of technology and options for improvement; interactions with wildlife and other species; and the health of coastal ecosystems 1.2 Assess prospective audit site for hazards and make safety arrangements according to workplace health and safety standards and procedures 1.3 Access technology and equipment, including personal protective equipment (PPE) required to conduct audit 1.4 Determine site access requirements to conduct audit and make appropriate arrangements 1.5 Advise specified personnel of audit requirements and processes
2. Carry out aquatic environmental audit	2.1 Commence aquatic environmental audit at the specified site, as planned and according to workplace health and safety standards and environmental codes relevant to aquatic systems practices 2.2 Consult with relevant personnel and check physical and workplace records for all aspects specified in the audit criteria 2.3 Use survey and/or appropriate testing processes to conduct audit
3. Record aquatic environmental audit findings	3.1 Compile audit data and provide relevant personnel with the details, highlighting any detrimental findings and improvement requirements 3.2 Record audit activity details according to audit plan and workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Identify and interpret aquatic environmental principles
Writing	• Record test results with appropriate technical detail
Oral communication	• Convey and clarity technical aquatic issues with aquatic operators

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIEMS502 Conduct an aquatic environmental audit	Not applicable	Unit has been created to address an emerging skill required by industry	Newly created

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIEMS502 Conduct an aquatic environmental audit

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has interpreted, investigated and recorded information related to an aquatic environmental audit on at least one occasion.

In doing the above, there must also be evidence that the individual has:

- identified and measured the effectiveness of environmentally sustainable practices strategies for:
  - conserving energy resources
  - managing water use
  - minimising waste
  - groundwater monitoring
  - minimising adverse interactions with wildlife
  - using technology effectively
- observed and recorded details accurately
- recorded audit results accurately
- consulted effectively with relevant personnel
- identified hazards and risks
- sourced, organised and applied information
- selected and correctly fit personal protective equipment (PPE) for activity
- complied with work health and safety standards
- used surveys and conducted established audit testing processes
- used recording and photographic equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- environmental audit criteria of:
  - fish farms
  - key features of land and drainage catchment and coastal processes
  - transport of stock and equipment
  - service of equipment
  - feed technology
  - environmental compliance
  - high-energy sites
  - real time systems
  - probe maintenance
- relevant aspects of an aquatic environmental audit:
  - waste evaluation
  - the health of coastal ecosystems
  - energy usage, including fuel efficiency, passive energy use
  - water resource management, including the minimisation of water contamination with chemicals
  - minimisation of interactions with wildlife and other resource users
  - effective use of technology and atomisation and options for improvements
- environmental codes relevant to aquatic practices
- environmental risk identification and reduction
- principles of integrated and sustainable aquatic systems, including:
  - effect of effluent on plants, animals and environment
  - energy flows and food webs
  - nutrient cycling
  - impact of noise, dust, odour and light control
- aquatic workplace health and safety standards
- audit testing and documentation requirements, including:
  - information gathering techniques
  - operational processes
  - testing methods
  - result interpretation processes
  - consultation processes
  - surveying methods
  - consultative processes.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquatic setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - aquatic technology or systems to monitor operational capacity and usage
- specifications:
  - aquatic operational records
  - audit tools
- relationships:
  - relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH201 Assemble and repair damaged netting

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to repair various types of damage that occurs to netting material used for fish or prawn trawls, purse seines, beach seines or gill nets. It includes the ability to prepare damaged netting material and use net repair tools.

This unit applies to individuals who undertake defined routine net mending activities under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare netting material for repair	1.1 Select, check and use required personal protective equipment 1.2 Arrange netting material and organise repair tools to maximise job

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	efficiency and safety 1.3 Identify material required for the repair operation by measuring existing material or by reference to a gear plan 1.4 Remove damaged netting using net repair tools, and dispose of according to workplace and environmental requirements 1.5 Prepare retained netting ready to accept replacement 1.6 Shape and strengthen replacement netting with net repair tools according to the gear plan or supervisor instructions before being added to the net
2. Mend holes and rips using twine	2.1 Identify starting points and secure twine to the netting according to supervisor instructions 2.2 Use twine to tie knots that make meshes to resemble original netting 2.3 Secure twine at the end of the repair according to supervisor instructions
3. Mend large scale damage using netting material	3.1 Identify starting points and secure twine to the netting according to supervisor instructions 3.2 Join existing and replacement material using twine and knots to resemble original netting 3.3 Join existing and replacement material using twine and lacing to resemble original netting

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets the abbreviations on a gear plan • Reads tables describing the effect of tapers on panel shape
Numeracy	• Calculates joining ratios • Counts meshes • Counts the ply of twine

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Skill	Description
	• Measures the diameter of twine
Interact with others	• Selects and uses appropriate terminology when communicating with supervisor
Get the work done	• Makes routine decisions to correct simple and familiar problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH201 Assemble and repair damaged netting	SFIFISH210C Assemble and repair damaged netting	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH201 Assemble and repair damaged netting

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken fishing netting repair for at least two different nets on at least one occasion, including:

- using the appropriate repair tools and techniques to prepare netting material for repair
- using the appropriate repair tools, twine handling and knotting, and knotting techniques for each of the following:
  - mending holes and rips
  - repairing large scale damage.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles of a gear plan and how it describes a net
- factors that contribute to an efficient, fast and safe net mending job
- measuring techniques for different types of netting
- order in which knots are tied to form netting material, including negative and positive knots to change lifts and impact of drag on fuel efficiencies
- safety practices for using net repair tools
- environmental requirements for disposing of damaged netting.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fully operational net repair area of a fishing operations workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - different types of netting requiring repair
  - repair tools
- specifications:
  - workplace procedures for fishing netting repairs that include advice on health and safety and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH202 Cook on board a vessel

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan, prepare and cook a meal on board a vessel. It includes the ability to order and store provisions on board.

The unit applies to individuals who use basic techniques to prepare simple and nutritious meals for a crew of up to ten people on board a vessel in a range of weather conditions under general supervision. They may undertake this role as part of their deckhand and/or onboard processing work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Order provisions and store on board	1.1 Determine provision requirements according to length of trip and numbers to be catered for

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Prepare store list according to workplace procedures 1.3 Check goods received against delivery notes, goods order forms and receipts 1.4 Store goods according to workplace and health and safety procedures
2. Plan to prepare a simple meal	2.1 Check menu and ingredients are appropriate to those being catered for 2.2 Ensure amounts of ingredients are accurate in relation to numbers being catered for 2.3 Estimate preparation and cooking time to prepare the meal
3. Prepare ingredients	3.1 Handle food according to food safety requirements 3.2 Prepare ingredients according to menu plan 3.3 Observe health and safety practices in food preparation
4. Cook a meal	4.1 Use cooking methods appropriate to the ingredients being cooked 4.2 Check cooking temperatures and times are correct 4.3 Follow cooking sequence according to recipe requirements 4.4 Observe health and safety and food safety practices, including safe disposal of waste, throughout cooking activity

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Determines defrosting and cooking times from packaging and recipes
Reading	• Reads cooking instructions from recipes
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment, quality requirements and operating procedures

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Skill	Description
Interact with others	• Communicates and reports operational and safety information to relevant personnel
Get the work done	• Safely uses/operates cooking tools and equipment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH202 Cook on board a vessel	SFIFISH202C Cook on board a vessel	Updated to meet Standards for Training Packages Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH202 Cook on board a vessel

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has cooked on board a vessel on at least one occasion, including:

- ordering for and provisioning the vessel
- planning, preparing and cooking a simple nutritious meal for up to ten people
- applying food and health and safety requirements when storing, preparing and cooking the meal.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- storage requirements and shelf life of commonly used ingredients
- preparation required for simple meals, including estimating:
  - ingredients and quantities required for trip length and number of crew
  - nutritional value of food groups
  - cooking times for basic ingredients
- methods of cooking simple meals, including sequence of cooking components of a meal
- food safety handling requirements for cooking on board a vessel
- disposal of wastes on board a vessel
- safe cooking practices in differing conditions at sea.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fully operational galley on board a vessel affected by a range of weather conditions, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - recipes
  - range of ingredients including fresh, chilled, cooked, frozen
  - cooking tools and equipment
  - personal protective equipment
- specifications:
  - menu
  - workplace procedures for cooking on board a vessel that include advice on food safety and health and safety requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH203 Use trawls to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain and prepare demersal or mid-water fish or prawn trawls ready for deployment and retrieving the gear to the vessel. It includes the ability to check equipment, connect and configure components, use machinery and equipment to deploy and retrieve trawls, load catch and undertake initial seafood handling specific to trawling operations.

This unit applies to individuals who work as deckhands on a fishing trawler and undertake routine trawl fishing operations under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain trawls ready for deployment	1.1 Check trawl against the vessel maintenance plan and supervisor instructions

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify and report defective and replacement trawl components to supervisor 1.3 Recondition or repair defective components according to supervisor instructions 1.4 Dispose of defective trawl components according to workplace requirements
2. Deploy trawls	2.1 Connect trawl components in the configuration according to fishing method and supervisor instructions 2.2 Use machinery to deploy the trawls from the vessel according to supervisor instructions 2.3 Deploy trawl, ensuring it is not twisted or fouled 2.4 Deploy devices and systems, ensuring operating efficiency and environmental impact and interaction with by-catch are minimised
3. Retrieve trawls	3.1 Guide trawls onto winches according to supervisor instructions 3.2 Haul ropes using capstans and gilson winches according to supervisor instructions 3.3 Control, empty and retie cod ends according to supervisor instructions 3.4 Disconnect and stow trawl, ensuring ease of deployment, crew safety and safe working area
4. Land, contain and sort the catch	4.1 Prepare containment devices to receive the catch according to supervisor instructions 4.2 Load catch safely into containment devices 4.3 Handle and sort seafood according to food safety and hygiene requirements 4.4 Sort catch to maximise by-catch survival and seafood quality

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Numeracy	• Measures length or diameter of catch
Reading	• Reads sizes of connecting gear
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment, quality requirements and operating procedures
Interact with others	• Selects and uses appropriate terminology when communicating with crew, skipper and others • Cooperates with other crew to carry out activities and respond to health and safety hazards and operational maintenance requirements
Get the work done	• Makes routine decisions to correct simple and familiar problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH203 Use trawls to land catch	SFIFISH203C Maintain, prepare, deploy and retrieve trawls to land catch	Updated to meet Standards for Training Packages Title shortened	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH203 Use trawls to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken trawl fishing operations on at least one occasion, including:

- maintaining and preparing demersal or mid-water fish or prawn trawling gear ready for deployment
- safely deploying and using winches to retrieve trawl gear components
- stowing trawl safely in readiness for future deployment
- loading and containing the catch as specified by supervisor
- handling and sorting seafood according food safety and quality requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic operating principle of the trawl fishing gear
- factors that make trawl components effective or defective
- order in which trawl gear components are connected and disconnected
- environmental impacts and resource protection relevant to trawl fishing operations
- principles that contribute to vessel stability
- food safety and hygiene requirements for handing and sorting seafood catch
- biosecurity and health and safety requirements for trawl fishing operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fully operational fish or prawn trawler, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - fishing trawls and related equipment and machinery
  - catch suitable for sorting
- specifications:
  - trawl fishing operations specific instructions
  - workplace procedures for trawl fishing operations that include advice on food safety, health and safety, quality and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH204 Use pots and traps to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain and prepare potting and trapping gear ready for deployment and retrieving the gear to the vessel. It includes the ability to maintain pots and traps, connect them to equipment, use machinery to deploy and retrieve them, load catch and undertake initial seafood handling specific to potting and trapping operations.

This unit applies to individuals who work as deckhands on vessels and undertake routine trap and pot fishing activities under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain traps and pots ready for	1.1 Check traps and pots against vessel maintenance plan and supervisor instructions

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
deployment	1.2 Identify and report defective, worn or loose pot and trap components to supervisor 1.3 Recondition or repair defective components according to supervisor instructions 1.4 Dispose of defective trap and pot components according to workplace requirements
2. Deploy traps and pots	2.1 Prepare and gather trap and pot components ready for deployment 2.2 Connect trap and pot components in the configuration according to fishing method and supervisor instructions 2.3 Use machinery to safely deploy the gear from the vessel according to supervisor instructions 2.4 Move traps and pots according to vessel operating procedures, lifting guidelines and deck teamwork procedures 2.5 Deploy traps and pots, checking lines are not fouled, and ensure correct trap or pot orientation 2.6 Deploy devices and systems, ensuring efficient operation and environmental impact and interaction with by-catch are minimised
3. Retrieve traps and pots	3.1 Retrieve floats and dan poles according to supervisor instructions 3.2 Attach ropes to hauling devices and load into baskets for stowing according to supervisor instructions 3.3 Extract catch from traps and pots according to supervisor instructions and in a manner to maximise seafood quality 3.4 Disconnect and stow traps and pots, ensuring ease of deployment, crew safety and safe working area
4. Land, contain and sort the catch	4.1 Prepare containment devices to receive the catch according to supervisor instructions 4.2 Load catch safely into containment devices 4.3 Handle and sort seafood according to food safety and hygiene requirements 4.4 Sort catch to maximise by-catch survival and seafood quality

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Measures length or diameter of catch
Reading	• Reads sizes of connecting gear
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment, quality requirements and operating procedures
Interact with others	• Selects and uses appropriate terminology when communicating with crew, skipper and others • Cooperates with other crew to carry out activities and respond to health and safety hazards and operational maintenance requirements
Get the work done	• Makes routine decisions to correct simple and familiar problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH204 Use pots and traps to land catch	SFIFISH204C Maintain, prepare, deploy and retrieve pots and traps to land catch	Updated to meet Standards for Training Packages Title shortened	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH204 Use pots and traps to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken potting and trapping fishing operations on at least one occasion, including:

- maintaining and preparing potting and trapping gear ready for deployment
- safely deploying and retrieving trap and pot gear components
- stowing safely in readiness for future deployment
- loading and containing the catch as specified by supervisor
- handling and sorting seafood according to food safety and quality requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic operating principle of pot and trap fishing gear
- factors that make pot and trap components effective or defective
- order in which pot and trap fishing gear components are connected and disconnected
- environmental impacts and resource protection relevant to pot and trap fishing operations
- principles that contribute to vessel stability
- food safety and hygiene requirements for handling and sorting seafood catch
- biosecurity and health and safety requirements for pot and trap fishing operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fully operational potting or trapping vessel or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - pots and traps and related equipment and machinery
  - catch suitable for sorting
- specifications:
  - potting and trapping fishing instructions
  - workplace procedures for potting and trapping fishing operations that include advice on food safety, health and safety, quality and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH205 Apply deckhand skills aboard a fishing vessel

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to safely carry out deckhand duties aboard a fishing vessel. It includes the ability to work ropes, operate winches and windlasses, and assist in anchoring, mooring, and securing the vessel.

The unit applies to individuals who undertake defined routine deckhand activities aboard a fishing vessel under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use and maintain ropes	1.1 Select and fit the required personal protective equipment according to health and safety requirements 1.2 Check ropes for wear and maintain, coil and stow according to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	workplace procedures 1.3 Tie bends, hitches and other knots neatly and securely and use them according to their application 1.4 Splice ropes neatly and securely according to their application 1.5 Whip rope ends, as required, to maintain good condition
2. Operate winches, capstans and/or windlasses	2.1 Select, check and prepare winches, capstans and/or windlasses for operation before use 2.2 Operate winches, capstans and/or windlasses safely to carry out fishing vessel deck operations
3. Secure the vessel at anchor	3.1 Prepare anchor and equipment according to depth of water, weather and sea conditions, and tidal range before letting go 3.2 Run out or recover quantity of anchor cable according to instructions 3.3 Maintain control of the cable within safe operating limits during normal operation 3.4 Ensure degree to which the anchor and equipment is secured on completion of anchoring operations is appropriate to forecast conditions and according to instructions 3.5 Carry out anchor winch operations according to anchoring and health and safety requirements 3.6 Keep anchoring area free of loose ropes, wires and debris during operations
4. Secure and adjust the vessel position during mooring operations	4.1 Handle mooring lines and associated equipment according to health and safety requirements 4.2 Keep mooring area free of loose ropes, wires and debris during operations 4.3 Maintain tension on mooring lines at a level appropriate to the stage and nature of the operation when warping the vessel or maintaining position 4.4 Report incidents to supervisor in a clear, concise and timely manner to maximise the mooring security of the vessel 4.5 Secure mooring lines according to orders, forecast tidal conditions and planned vessel operations 4.6 Recognise and promptly take corrective action for equipment

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	malfunction or problems during operations
5. Monitor the situation of the vessel when moored or anchored	5.1 Plan and carry out monitoring operations according to workplace and health and safety requirements 5.2 Ensure frequency, timing and coverage of scheduled checks and inspections comply with watch-keeping instructions 5.3 Ensure action taken in the event of irregularities or abnormal conditions is appropriate to their significance and within own responsibility to implement 5.4 Report incidents to supervisor in a clear, concise and timely manner to maximise the safety and integrity of the vessel 5.5 Ensure restrictions for visitor access to the vessel are according to watch-keeping instructions
6. Secure the vessel	6.1 Plan and carry out checks on vessel security according to workplace and safety requirements 6.2 Ensure coverage and frequency of checks and inspections on the vessel's seaworthiness comply with orders received 6.3 Check watertight integrity and take appropriate action to prepare for prevailing and forecast weather and sea conditions 6.4 Ensure degree to which the vessel is secured is appropriate to prevailing and forecast conditions and complies with orders received 6.5 Ensure action taken in the event of irregularities is appropriate to their significance and within own responsibility to implement 6.6 Complete reports of conditions accurately and correctly and to workplace requirements 6.7 Report incidents to supervisor in a clear, concise and timely manner to allow for remedial action

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Numeracy	• Estimates safe working loads of ropes and wires • Reads levels of tanks and void spaces • Reads temperature-monitoring devices
Reading	• Reads safety information and procedures
Interact with others	• Selects and uses appropriate terminology when communicating with crew • Cooperates with crew to rectify problems, emergencies, health and safety hazards and operational maintenance requirements
Get the work done	• Makes routine decisions and implements standard solutions and responses to familiar problems and incidents

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH205 Apply deckhand skills aboard a fishing vessel	SFIFISH215B Apply deckhand skills aboard a fishing vessel	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH205 Apply deckhand skills aboard a fishing vessel

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has applied safe deckhand skills aboard a commercial vessel for at least one fishing operation, including:

- maintaining and applying the required knots, bends, hitches, splicing and whipping to vessel ropes
- preparing and safely operating and controlling winches and/or capstans and anchor equipment
- completing a mooring operation
- Selecting and fitting personal protective equipment
- performing routine checks and inspections of vessel security and seaworthiness
- monitoring and controlling access according to workplace watch-keeping requirements
- using clear communication when reporting incidents or potential problems
- maintaining accurate workplace records on conditions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- mooring ropes, including:
  - splicing rope, knots, bends and hitches and their applications
  - characteristics of different types of mooring ropes
  - maintenance of different types of ropes
- mooring systems, including the specific functions of the mooring leads, including:
  - different configurations of mooring lines for various parts of a vessel
  - effects of unequal tension on mooring lines and the use of fixed mooring lines
  - indications and hazards associated with breaking mooring line or incorrect configurations

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- use of anchors, including:
  - anchor cable markings
  - anchor, cable and equipment on a specific vessel
  - different types of anchors
  - routine and emergency operation of anchors
  - how a vessel normally lies to an anchor and cable
  - how vessel displacement or profile and prevailing wind or current affect anchoring operations
- use of winches, capstans and windlasses
- codes of safe work practice and safety rules and regulations associated with vessel operations, including:
  - status of safety equipment
  - procedures for entering dangerous and enclosed spaces
  - displaying signals, flags, lights and shapes
  - hazards that could occur if the operation is not controlled properly
  - operating powered equipment in all modes, including emergency operation
  - warping a vessel to various configurations at a wharf
  - operation of cargo-lifting and securing equipment
  - requirements for access equipment
  - checking and inspecting the seaworthiness of the vessel
- securing a vessel, including:
  - preparing deck machinery for use in ambient conditions
  - securing all areas and equipment for sea prior to departure
  - maintaining a deck watch in port
  - effect of the rise and fall of tide when berthed
  - means of access
  - how a vessel is made fast to the wharf
- construction of the vessel sufficient to understand which areas need to be made watertight:
  - curing the vessel for sea
  - how to make the vessel watertight
  - how to make emergency repairs at sea.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fully operational fishing vessel or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - facilities for negotiating buoyage systems and traffic

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  - range of equipment
  - ropes
- specifications:
  - workplace procedures for vessel operations that include advice on health and safety and environmental requirements
  - manufacturer operating and safety instructions
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH206 Use hand operated lines to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain and prepare hand operated line fishing gear ready for deployment and retrieving the gear to the vessel. It includes the ability to maintain equipment used in hand fishing, load catch and undertake initial seafood handling specific to line fishing operations.

This unit applies to individuals who work as deckhands on vessels and undertake routine hand operated line fishing operations under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain hand operated lines ready for deployment	1.1 Check hand operated lines against vessel maintenance plan and supervisor instructions 1.2 Identify and report defective, worn, loose or blunt hand operated

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	line components to supervisor 1.3 Recondition or repair defective hand operated line components according to supervisor instructions 1.4 Dispose of defective hand operated line components according to workplace requirements
2. Deploy hand operated lines	2.1 Connect hand operated line components in the configuration according to fishing method supervisor instructions 2.2 Use equipment to deploy hand operated lines from the vessel according to supervisor instructions 2.3 Deploy hand operated lines, ensuring they are in close proximity to, and attract, potential catches 2.4 Deploy devices and systems, ensuring operating efficiency and environmental impact and interaction with by-catch are minimised
3. Retrieve hand operated lines	3.1 Operate equipment used to retrieve the catch to the vessel according to supervisor instructions and vessel operating and safety procedures 3.2 Guide lines onto equipment and manipulate to ensure catch is retained 3.3 Handle traces and line ends and land catch according to supervisor instructions and in a manner to maximise seafood quality 3.4 Disconnect and stow hand operated lines, ensuring ease of deployment, crew safety and a safe working area 3.5 Clean equipment to minimise the impact of corrosion and biosecurity risks
4. Land, contain and sort the catch	4.1 Prepare containment devices to receive the catch according to supervisor instructions 4.2 Load catch safely into containment devices 4.3 Handle and sort seafood according to food safety and hygiene requirements 4.4 Sort catch to maximise by-catch survival and seafood quality

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Measures length or diameter of catch
Reading	• Reads different line strengths
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment, quality requirements and operating procedures
Interact with others	• Selects and uses appropriate terminology when communicating with crew, skipper and others • Cooperates with other crew to carry out activities and respond to workplace health and safety hazards and operational maintenance requirements
Get the work done	• Makes routine decisions to correct simple and familiar problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH206 Use hand operated lines to land catch	SFIFISH206C Maintain, prepare, deploy and retrieve hand operated lines to land catch	Updated to meet Standards for Training Packages Shortened title	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH206 Use hand operated lines to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken hand operated line fishing operations on at least one occasion, including:

- maintaining and preparing line fishing gear used for handline fishing, trolling, squid jigging and/or rod and reel fishing ready for deployment
- safely deploying and retrieving gear components
- stowing equipment safely and cleaning for future deployment
- loading and containing the catch as specified by supervisor
- handling and sorting seafood according to food safety and quality requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic operating principles of hand operated line fishing gear
- factors that make hand operated line fish components effective or defective
- order in which hand operated line fishing gear components are connected and disconnected
- environmental impacts and resource protection relevant to hand operated line fishing operations
- principles that contribute to vessel stability
- food safety and hygiene requirements for handling and sorting seafood catch
- biosecurity and health and safety requirements for hand operated line fishing operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a fully operational line fishing vessel or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - line fishing gear and related equipment
  - catch suitable for sorting
- specifications:
  - line fishing instructions
  - workplace procedures for line fishing operations that include advice on food safety, health and safety, quality and environmental requirements
  - vessel operating and safety procedures
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH207 Use beach seines, mesh nets or gill nets to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain and prepare beach seining, mesh or gill netting gear ready for deployment, and retrieve the gear. It includes the ability to maintain equipment, connect and configure components, deploy and retrieve seines or nets and undertake initial seafood handling specific to beach seining or gill netting operations.

The unit applies to individuals who undertake routine beach seines, mesh nets or gill nets fishing operations under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain beach seines, mesh or gill nets ready	1.1 Check beach seines, mesh nets or gill nets against supervisor instructions

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
for deployment	1.2 Identify and report beach seine, mesh net or gill net components that are worn or damaged and lack security or symmetry to supervisor 1.3 Recondition or repair worn or damaged beach seine, mesh net or gill net components according to supervisor instructions 1.4 Dispose of defective beach seine, mesh net or gill net components according to workplace requirements
2. Deploy beach seines, mesh or gill nets	2.1 Connect beach seine, mesh net or gill net components in the configuration according to fishing method and supervisor instructions 2.2 Deploy the beach seines, mesh nets or gill nets according to supervisor instructions and safety procedures 2.3 Deploy beach seines, mesh nets or gill nets ensuring they are not twisted and are in a pattern required by the fishing operation 2.4 Deploy devices and systems to minimise environmental impact and interaction with by-catch
3. Retrieve beach seines, mesh or gill nets	3.1 Attach beach seines, mesh nets or gill nets to winches or haulers and retrieve to maximise catch according to supervisor instructions 3.2 Land and remove catch from beach seines, mesh nets or gill nets to maximise seafood quality 3.3 Disconnect and stow beach seines, mesh nets or gill nets, ensuring ease of deployment and a safe working area 3.4 Clean equipment and storage area according to health and safety and biosecurity requirements
4. Land, contain and sort catch	4.1 Prepare containment devices to receive the catch according to supervisor instructions 4.2 Load catch safety into containment devices 4.3 Handle and sort seafood according to food safety and hygiene requirements 4.4 Sort catch to maximise by-catch survival and seafood quality

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Measures length or diameter of catch
Reading	• Reads sizes of connecting gear
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment, quality requirements and operating procedures
Interact with others	• Selects and uses appropriate terminology when communicating with crew, skipper and others • Cooperates with other fishers to carry out activities and respond to workplace health and safety hazards and operational maintenance requirements
Get the work done	• Makes routine decisions to correct simple and familiar problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH207 Use beach seines, mesh nets or gill nets to land catch	SFIFISH207C Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch	Updated to meet Standards for Training Packages Title shortened	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH207 Use beach seines, mesh nets or gill nets to land catch

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has undertaken beach seines, mesh nets or gill nets fishing operations on at least one occasion, including:

- maintaining and preparing beach seines, mesh or gill netting gear ready for deployment
- deploying and retrieving gear components
- cleaning and stowing equipment safely for future deployment
- loading and containing the catch as specified by supervisor
- handling and sorting seafood according to food safety and quality requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic operating principle of the beach seines, mesh or gill net fishing gear
- factors that make beach seines, mesh or gill net components effective or defective
- order in which beach seines, mesh or gill net fishing gear components are connected and disconnected
- environmental impacts and resource protection relevant to beach seines, mesh or gill net fishing operations
- principles that contribute to vessel stability
- food safety and hygiene requirements for handling and sorting seafood catch
- biosecurity and health and safety requirements for pot and trap fishing operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a fishing operations workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - beach seining, mesh or gill netting gear and related equipment
  - catch suitable for sorting
- specifications:
  - beach seines, mesh or gill nets fishing operations instructions
  - workplace procedures for beach seine, mesh or gill net fishing operations that include advice on food safety, health and safety, quality and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH301 Operate vessel deck machinery and lifting appliance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to operate deck machinery and lifting appliances for lifting and hauling operations on board an aquaculture or fishing vessel. It includes the ability to carry out rope work, operate cranes, winches, capstans and windlasses, and assist in maintaining vessel stability and mooring operations.

The unit applies to individuals who operate vessel deck machinery and lifting appliances on a vessel where a licence or permit is not required.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use and maintain ropes, slings and chains for lifting or hauling	1.1 Select and fit the required personal protective equipment for lifting or hauling operations 1.2 Apply appropriate use of ropes, slings and chains for lifting or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
operations	hauling operations 1.3 Monitor load constantly to ensure load and structural stability 1.4 Check ropes, slings and chains for wear and maintain and stow according to workplace procedures 1.5 Carry out routine post-operational equipment checks according to workplace and health and safety requirements
2. Operate cranes, winches, capstans and/or windlasses	2.1 Select, check and prepare cranes, winches, capstans and/or windlasses for operation using safe work practices 2.2 Give, interpret and follow required signals according to Australian standards 2.3 Carry out securing of the vessel at anchor, to another vessel, to a sea cage or wharf according to safety regulations 2.4 Assess load mass and correlate with lifting capacity of equipment being used throughout proposed operation 2.5 Operate cranes, winches, capstans and/or windlasses to carry out lifting or hauling operations using safe work practices 2.6 Keep work area free of loose ropes, wires and debris throughout operations 2.7 Operate equipment controls smoothly and according to manufacturer instructions
3. Maintain the stability of the vessel whilst conducting lifting or hauling operations	3.1 Access and interpret stability data according to workplace procedures 3.2 Apply workplace stability criteria while conducting lifting and hauling operations 3.3 Monitor vessel stability against criteria appropriate to the type and nature of the operation 3.4 Take appropriate and prompt action where stability factors have or could exceed acceptable safety limits 3.5 Take special precautions where vessel operations affect the stability and watertight integrity of the vessel 3.6 Take timely and appropriate action to anticipated environmental changes that may affect the stability of the vessel 3.7 Take appropriate action in emergency situations to maintain the stability of the vessel within safety limits 3.8 Ensure instructions to others regarding vessel stability and related

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	action are appropriate, timely, clear and concise
4. Shut down and stow deck machinery and lifting equipment	4.1 Check all deck machinery and lifting and hauling equipment components for signs of deterioration or damage according to workplace procedures 4.2 Segregate and report damaged or worn equipment to an authorised person for testing, repair or destruction 4.3 Stow and secure lifting and hauling equipment according to workplace procedures 4.4 Immobilise and secure deck machinery and equipment for travel according to workplace procedures and regulatory requirements 4.5 Update records accurately and promptly and process according to workplace procedures 4.6 Check and authorise all certified lifting equipment regularly according to regulatory health and safety requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Reads safety rules and regulations
Numeracy	• Estimates safe working loads of ropes, wires, chains and slings • Reads levels of tanks and void spaces • Reads temperature-monitoring devices
Navigate the world of work	• Interprets and follows regulatory requirements and seeks clarification or other assistance when required • Takes responsibility for planning activities and making decisions about when and how to complete tasks and coordinate with others
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to role • Cooperates and collaborates with others to conduct lifting operations

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH301 Operate vessel deck machinery and lifting appliance	SFIFISH311A Operate vessel deck machinery and lifting appliance	Updated to meet Standards for Training Packages Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH301 Operate vessel deck machinery and lifting appliance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has operated deck machinery and lifting equipment aboard an aquaculture or fishing vessel for at least one lifting or hauling operation, including:

- using and maintaining the appropriate ropes, slings and chains for the operation
- selecting and fitting personal protective equipment
- checking, preparing and safely operating the crane, winch, capstan and/or windlass while maintaining the stability of the vessel
- communicating effectively with others when operating deck machinery and lifting equipment
- performing safe shutdown and storing of machinery and equipment
- completing accurate records of the operation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- materials and methods of construction of ropes, slings and chains
- physical characteristics and common areas of use of ropes, slings and chains for lifting and hauling operations
- principles relating to vessel lifting and hauling operations, including:
  - relevant industrial agreements, codes of practice or other legislative requirements
  - different configurations of mooring lines for various parts of a vessel
  - hazards that could occur if the operation is not controlled properly
  - relevant health and safety procedures and regulations
  - status of safety equipment
- principles relating to:
  - the correct application of common knots, bends and hitches

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  - how a vessel is made fast to the wharf, sea cage or another vessel
  - mooring systems, including the specific functions of the mooring leads
  - how to maintain the stability of a vessel
- procedures relating to:
  - operating of cargo lifting and securing equipment
  - setting up and rigging of lifting equipment on board the vessel
  - operating powered equipment in all modes, including emergency operation
  - operating deck machinery and lifting equipment applications, capacities, configurations, safety hazards and control mechanisms
  - preparing deck machinery for use in ambient conditions
  - problems that arise when operating deck machinery or lifting equipment, and actions that should be taken to prevent or solve them
  - splicing rope and tying common knots, bends and hitches.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fully operational aquaculture or fishing vessel or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - ropes, slings and/or chains
  - vessel deck machinery and lifting appliances
- specifications:
  - workplace procedures for lifting and hauling operations that include advice on health and safety requirements
  - manufacturer operating and maintenance instructions for deck machinery and lifting equipment
- relationships:
  - evidence of interactions with other crew members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH302 Perform breath-hold diving operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to dive from either a vessel or from shore using breath-holding techniques to perform work in the fishing or aquaculture sectors of the seafood industry. It requires the ability to plan systems, procedures and contingencies, identify hazards, check and use equipment, descend and ascend using breath-holding techniques and maintain diving equipment components.

The unit applies to individuals who use basic diving techniques to perform work in the fishing or aquaculture sectors.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for dive	1.1 Plan dive, systems and procedures and work schedule including hazard identification and contingencies according to workplace

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedures and industry diving guidelines 1.2 Check equipment to confirm suitability for planned work and serviceability 1.3 Brief diving assistant or observer on procedures to be used during diving operation as required
2. Perform work during a breath-hold dive	2.1 Enter water and make a descent to the required depth according to industry diving guidelines 2.2 Use personal and safety equipment to establish working environment 2.3 Perform work tasks underwater according to dive plan 2.4 Monitor signs and symptoms of injury, including other information relevant to the situation, on a continuous basis and use to assess own physical condition 2.5 Make ascent from the dive and access the shore or vessel according to industry diving guidelines
3. Employ techniques that reduce underwater hazards	3.1 Assess occupational hazards that cause injury or harm and take action to remove or minimise hazards according to dive plan 3.2 Ensure dive procedures are according to dive plan 3.3 Devise and implement systems and procedures to reduce hazards
4. Complete post-dive activities	4.1 Perform post-dive checks on equipment according to workplace procedures 4.2 Maintain components of diving equipment, ensuring they are working efficiently and safely 4.3 Clean, dry and stow equipment according to workplace procedures 4.4 Complete records in a legible manner and forward to supervisor, industry or regulatory body, or store as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Numeracy	• Makes calculations involving pressure, volume and temperature relationships • Interprets decompression tables and data
Reading	• Reads and identifies required information from diving-related instructions, procedures, regulations, guidelines and texts • Interprets emergency action plan
Writing	• Communicates underwater via slate
Navigate the world of work	• Understands the role of a breath-hold diver and how it contributes to the work of others in the immediate work context
Interact with others	• Uses appropriate terminology and hand signals specific to breath-hold diving operations
Get the work done	• Maintains industry standards and adheres to work health and safety principles • Implements standard solutions and responses to familiar problems, incidents and emergencies

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH302 Perform breath-hold diving operations	SFIFISH312A Perform breath-hold diving operations	Updated to meet Standards for Training Packages Prerequisite removed	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH302 Perform breath-hold diving operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has performed a breath-hold diving operation from either a vessel or from shore to perform work for either the fishing or aquaculture sector on at least one occasion, including:

- developing and briefing others on dive plan, safe dive procedures and work schedule
- completing pre-dive equipment preparations and checks, using, maintaining and storing equipment, including:
  - clearing squeezes
  - donning and doffing weights, fins, mask and wetsuit
  - mask clearing
- using personal and safety equipment
- entering and leaving the water according to standard dive procedures
- applying safe breath-hold techniques to complete required work tasks
- completing accurate records for the diving operation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and content of the pre-dive plan that forms the basis of dive briefings
- personal and safety equipment used in breath-hold diving operations
- hazards associated with breath-hold diving operations, including:
  - breath-holding limitations
  - dangers of barotrauma, and squeezes
  - dangers of cold water
  - dangers of hyperventilation

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  - signs and symptoms of medical conditions associated with diving operations
- safety procedures associated with breath-hold diving operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a swimming area of a fishing operation or aquaculture setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - diving equipment
- specifications:
  - workplace procedures for diving operations that include advice on safe diving practices
- relationships:
  - evidence of interactions with diving assistant or observer.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH303 Construct nets and customise design

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to construct nets used as fish or prawn trawls, purse seines, beach seines, gill nets and the net component of holding cages. It requires the ability to select tools, join netting, attach netting to other components and customise a net design to suit workplace specifications.

This unit applies to individuals who are responsible for constructing fishing nets used for fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare netting material for construction	1.1 Identify net construction area and organise sufficient space to maximise job efficiency 1.2 Identify net design and source netting and joining material of the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	correct measurement required for construction 1.3 Select and prepare netting and tools and personal protective equipment ready for use 1.4 Shape and strengthen netting according to the net design 1.5 Join shaped sections of netting material to ensure secure seams and maintain net symmetry
2. Prepare associated net components for construction	2.1 Identify and source associated net components 2.2 Prepare components ready to secure to netting material or other components 2.3 Organise components ready for use
3. Attach netting material to associated components	3.1 Identify and organise attachment tools and materials ready for use 3.2 Attach netting material securely to attachment component according to specified ratios 3.3 Attach other associated components securely according to net design
4. Customise net design	4.1 Identify and analyse net design regarding suitability for customisation 4.2 Make alterations to the net design to maintain net symmetry and function according to workplace specifications 4.3 Follow net construction processes using the customised net design

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets a gear plan • Reads tables describing the effect of tapers on panel shape
Numeracy	• Calculates customisation ratios • Calculates joining and attachment ratios • Counts meshes

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Skill	Description
	• Counts the ply of twine • Measures the diameter of twine
Navigate the world of work	• Takes responsibility for decisions about when and how to complete tasks and coordinate with others
Get the work done	• Systematically identifies possible solutions to problems, and selects or recommends the most appropriate solution

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH303 Construct nets and customise design	SFIFISH309B Construct nets and customise design	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH303 Construct nets and customise design

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has constructed two different nets based on each of the following designs:

- a specified net design
- a customised net design.

In completing the above, there must also be evidence of:

- preparing the net construction area and netting materials and tools ready for use
- using personal protective equipment
- using correct methods to strengthen a net
- accurately measuring, cutting out and joining panels of netting
- attaching netting using the net design ratio to the appropriate attachment component.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and types of net designs
- range of netting and net components
- range of tools used for net construction
- operating principles of a net and understanding a net design plan
- factors that contribute to an efficient, fast and safe net construction job, including negative and positive knots to change lifts and impact of drag on fuel efficiencies
- measuring techniques for different types of netting and net attachment hanging ratios, and calculation methods
- netting panel joining and component attachment methods
- principles of net design customisation
- methods of customising a net design to maintain net symmetry and function.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a net construction work setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to workplace documentation
  - different types of netting used to construct nets
  - net construction tools
  - personal protective equipment
- specifications:
  - net design specifications
  - workplace procedures for constructing nets.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH304 Adjust and position fishing gear

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to adjust and position fishing gear before deployment, fishing and retrieval in order to maximise catch.

The unit applies to individuals who work with a range of fishing gear in fishing operations, including beach seines, mesh nets and gill nets, demersal fish and prawn trawls, drop lines and long lines, hand operated lines, pots and traps, purse seines and traditional fishing methods, tools and equipment.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise work area to adjust fishing gear	1.1 Select required fishing gear and equipment, including personal protective equipment, according to fishing operations plan

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify and rectify unsafe and inefficient aspects of the work area 1.3 Give team members clear instructions about the task and methods to be used 1.4 Ensure necessary resources required for the task are readily available 1.5 Check tools, equipment and techniques devised for maintaining and readying fishing devices for deployment are appropriate for planned operations
2. Adjust components of fishing gear to optimise catch	2.1 Assess effectiveness of fishing gear against workplace criteria to determine whether fishing gear is sub-optimal 2.2 Make observations on catch and fishing device components to provide data on position, symmetry and performance 2.3 Assess effectiveness of deployment of fishing device components by comparing catches and observed operation of components with gear plans 2.4 Adjust, recondition or construct fishing device components to rectify sub-optimal gear performance
3. Position fishing gear to optimise catch	3.1 Develop a fishing strategy that incorporates target species and environmental factors 3.2 Monitor position, concentration and movement of the target species, and environmental and other characteristics of area of operation, by visual and electronic means 3.3 Monitor and adjust positions of vessel and fishing device during deployment and retrieval to optimise catch and avoid hazards 3.4 Anticipate fishing device movement and alter its position to maintain desired position by changing vessel course and speed 3.5 Analyse catches to determine effectiveness and performance of fishing device

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets gear plans • Reads and records data obtained from electronic detection equipment • Reads tide tables
Numeracy	• Estimates the time taken for the fishing gear to reach a feature identified by the echo sounder on the vessel • Reads and records data obtained from electronic detection equipment
Navigate the world of work	• Takes responsibility for decisions about when and how to complete tasks and coordinate with others
Interact with others	• Uses appropriate vocabulary, including technical language directly relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH304 Adjust and position fishing gear	SFIFISH310A Adjust and position fishing gear	Updated to meet Standards for Training Packages Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH304 Adjust and position fishing gear

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has maintained, adjusted and positioned fishing gear and vessel to optimise catch for at least one fishing operation, including:

- organising work area and appropriate fishing gear, personal protective equipment and related equipment for the fishing operation
- communicating task requirements to team members
- identifying fishing gear which is below optimal standards and making adjustments
- identifying viable stocks or determining productive grounds and water through visual observations and electronic sources, and making the appropriate adjustments to the position of fishing gear.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- fishing gear types and their application in differing fishing environments
- checks and maintenance requirements for fishing gear and equipment
- factors that determine optimal performance of fishing gear used in the workplace
- techniques used to rectify sub-optimal gear performance
- visual indications, electronic methods and other sources of information used to locate fishing grounds for target species
- environmental characteristics of area of target species
- fish behaviours affecting fishing gear adjustment and positioning.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a fully operational fishing vessel or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to stocks of appropriate target species
  - fishing gear and related equipment
- specifications:
  - workplace procedures for fishing operations that include advice on health and safety and environmental requirements
  - vessel operating and safety procedures
- relationships:
  - evidence of interactions with team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH305 Locate fishing grounds and stocks of fish

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to position the fishing operation to locate concentrations of fish and fishing environments. It includes the ability to use electronic aids and sources of information to position the vessel and locate fishing grounds.

The unit applies to individuals who have responsibilities for locating suitable environments for fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Licencing and regulatory requirements apply to this unit. Users are required to check with the relevant maritime authority for requirements.

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Position operation to optimise fishing opportunity	1.1 Determine accurate position of vessel using electronic or visual fixing methods according to workplace procedures 1.2 Use personal protective safety equipment and position vessel at

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	selected location at appropriate time for fishing operations 1.3 Maintain vessel position within the range and level of exposure to prevailing and anticipated weather conditions appropriate to the vessel 1.4 Position vessel based on assessment of relevant environmental factors 1.5 Use vessel performance records and other sources of relevant information to aid decision making 1.6 Alter area of operation to optimise fishing opportunity in response to available information 1.7 Ensure vessel position complies with all relevant state, territory and federal regulations
2. Detect and identify fish concentrations and fishing environments	2.1 Operate electronic aids to optimise available information on fish concentrations 2.2 Interpret available indications to extract relevant information on fish concentrations 2.3 Determine size, density, position and movement of fish concentrations accurately within the limitations of available information 2.4 Determine relevant environmental factors accurately within the limitations of available information 2.5 Ensure selected fishing environment is appropriate to target species and fishing gear

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Keeps and reviews records
Numeracy	• Accesses and interprets information, graphs and tables showing abundance • Calculates time, speed and distance

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Skill	Description
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language to communicate with crew members
Get the work done	• Operates and maintains electronic aids and communication technology • Manages risks around the safe selection of fishing area, grounds and stocks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH305 Locate fishing grounds and stocks of fish	SFIFISH401C Locate fishing grounds and stocks of fish	Updated to meet Standards for Training Packages Minor changes to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH305 Locate fishing grounds and stocks of fish

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has positioned a vessel to locate fishing grounds and stocks of fish for at least one fishing operation, including:

- obtaining, correcting and plotting position lines and positions on navigational and fishing charts
- using protective safety equipment
- positioning the vessel safely based on environmental factors and regulatory requirements
- using appropriate methods to detect fish concentrations and fishing grounds of target species of fish
- matching the configuration of fishing gear to the target environment and species.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- operation of position fixing equipment and methods
- calculation of the times required for movement in positioning a vessel for fishing operations
- sources of information used to position a vessel and locate fishing grounds and the means of accessing them, including fisheries information for best potential fishing outcome
- state, territory and national legislation and regulations relevant to fishing operations
- relevance of environmental and other factors affecting fishing operations
- interpretation of information from electronic systems
- operation and adjustment of fish-finding equipment
- visual indications of fish concentrations
- fishing gear types and their effect on differing fishing environments.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fishing operation setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - electronic aids for locating fish
  - navigational and fishing charts
  - logs of fishing operations and other sources of information used to make decisions on fishing operations
- specifications:
  - workplace procedures for fishing operations that include advice on health and safety and environmental requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIFSH306 Manage and control fishing operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to manage the crew and vessel during fishing operations. It requires the ability to acquire crew, coordinate fishing activities, ensure vessel safety, control vessel speed and position and use vessel reporting and monitoring systems to ensure compliance with fisheries regulations.

This unit applies to individuals who have responsibilities for managing crew and vessel during fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Licencing and regulatory requirements apply to this unit. Users are required to check with the relevant maritime authority for requirements.

Pre-requisite Unit

Nil

Unit Sector

Fishing Operations (FSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage crew during fishing operations	1.1 Marshall sufficient qualified and competent crew members at the worksite before starting operations 1.2 Ensure crew members are fully informed, by clear, timely and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	accurate communication, of their responsibilities during fishing operations 1.3 Ensure all crew are fitted with personal protective equipment 1.4 Coordinate activities into a sequence that ensures safe and efficient operation 1.5 Identify and rectify unsafe, environmentally hazardous or inefficient practices 1.6 Recognise abnormal situations and instruct crew promptly and clearly to minimise the danger to crew and vessel and the disruption to operations
2. Control the vessel during fishing operations	2.1 Maintain safety of the vessel and crew during fishing operations 2.2 Orient vessel according to fishing operations, wind, aquatic environmental conditions and current to maximise safety 2.3 Position fishing operation to minimise interference with others 2.4 Control vessel speed according to fishing operations and prevailing weather and aquatic environmental conditions to maximise safety 2.5 Minimise effects of abnormal situations on crew, environment and vessel safety, and disruption to operations 2.6 Maximise vessel stability during all stages of the fishing operation
3. Monitor compliance with regulations during fishing operations	3.1 Direct crew to comply with all relevant regulations 3.2 Use catch reporting systems according to fisheries regulations 3.3 Use vessel monitoring systems according to fisheries regulations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets fisheries regulations

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Skill	Description
Writing	• Provides written instructions
Numeracy	• Interprets gear and vessel identification numbers
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language to communicate with crew members
Get the work done	• Makes and reviews critical and non-critical decisions regarding vessel control, crew management and compliance requirements • Operates and maintains electronic aids, communication technology and on board systems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIFSH306 Manage and control fishing operations	SFIFISH402C Manage and control fishing operations	Updated to meet Standards for Training Packages Minor amendment to element for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIFSH306 Manage and control fishing operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has managed the crew and vessel for at least one fishing operation, including:

- coordinating and communicating the safety requirements and responsibilities of each crew member
- using personal protective equipment
- monitoring and rectifying unsafe or hazardous practices
- safely controlling vessel speed and position under varying conditions
- instructing and overseeing crew in the compliance of relevant regulatory requirements
- maintaining catch reporting and vessel monitoring systems to fisheries regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- communication systems, including hand signals used in fishing operations
- crew numbers required for safe fishing operations
- dimensions and likely movement of other encountered fishing operations
- effects of loading on vessel stability
- effects of vessel orientation on vessel movement and stability
- safe work practices relevant to fishing operations
- techniques and procedures for dealing with abnormal operating conditions
- vessel speed requirements for fishing operations and safety
- fisheries and other regulations relevant to fishing operations
- operating principles of gear common to the operational area.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fishing operations environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - fully operational fishing vessel
  - reporting and monitoring systems
- specifications:
  - workplace procedures for fishing operations
  - access to fisheries and other relevant regulations
- relationships:
  - evidence of interactions with crew members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIOBS301 Monitor and record fishing operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to validate logbook data on fishing operations and collect other scientific information for research and resource management purposes. It requires the ability to plan work around commercial fishing activities, record observations and conduct on-shore reporting.

This unit applies to observers who are placed on-board designated fishing vessels by an authority, to monitor and record fishing operations for research purposes.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fisheries Observer (OBS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan on-board work activities	1.1 Identify purpose of information collection and divide work activities into achievable components and efficient sequences 1.2 Plan timing of activities to suit fishing operations, conditions and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	crew routines 1.3 Modify tasks and priorities to suit changed circumstances or requests from skipper and crew 1.4 Log completion of activities to confirm outputs 1.5 Seek cooperation and engagement of vessel crew by explaining purpose and procedures for information collection
2. Conduct on-board observations of fishing operations	2.1 Assist vessel compliance with conditions of fishing permits and agreements 2.2 Follow observation protocols and plans under a range of work conditions 2.3 Estimate, measure and sample catches 2.4 Exercise judgement to detect unusual or irregular events on-board the vessel and when suggesting possible causes and effects 2.5 Follow all on-board safety procedures during observations 2.6 Maintain cooperative relationships with skipper and crew to enhance value of information obtained
3. Record and report observations	3.1 Record observations in the required format 3.2 Maintain regular communication with shore personnel according to requirements 3.3 Conduct onshore reporting and post-fishing debriefing sessions as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Estimates catch and effort • Measures biological features of species and environmental conditions • Samples catch and other relevant variables

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Skill	Description
Reading	• Checks logbooks, permits and related documentation
Writing	• Records information related to fishing operations and production
Navigate the world of work	• Interprets and follows regulatory requirements, and seeks clarification or other assistance when required
Interact with others	• Uses appropriate vocabulary, conventions and protocols, including technical language relevant to maintaining effective communication with vessel master and crew
Get the work done	• Makes and reviews critical and non-critical decisions regarding observations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIOBS301 Monitor and record fishing operations	SFIOBSV301B Monitor and record fishing operations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIOBS301 Monitor and record fishing operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on one occasion, planned, conducted and recorded monitoring activities for at least one fishing operation, including:

- engaging vessel crew in cooperating with the collection and interpretation of information
- performing checks, measurements and sampling to validate fishing operation records and catches
- identifying unusual or irregular events and suggesting possible causes and effects that may have implications for fisheries research and management
- reporting and debriefing on fishing activity, catch, effort and other relevant information.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic environmental management legislation, regulations and codes of practice relevant to the specific sector within the seafood industry
- commercial fisheries and unique aspects relevant to the fishery, sector or geographic area
- data collection, measurement and sampling methodologies
- fisheries management methodologies and associated data requirements
- fisheries research methodologies and the application of scientific data
- communication systems at sea
- relationship of observation activities to fisheries management processes
- species, product, work regime and typical equipment used.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a fishing operation monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - relevant documentation
  - data collection plans and recording forms
  - equipment and materials for checking operations and product
- specifications:
  - access to legislation and regulations relevant to fishing operation monitoring activities
  - workplace procedures for conducting observations.
- relationships:
  - evidence of interactions with skipper and vessel crew.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIOBS302 Collect reliable scientific data and samples

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to collect a wide range of reliable scientific data and samples for fisheries and/or environmental management. It includes the ability to identify sampling plans, assemble equipment, conduct measurements and observations, collect, store and preserve samples, and collect and report data.

The unit applies to observers who collect scientific data and samples related to fisheries and/or environmental management.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fisheries Observer (OBS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for measurements and sampling	1.1 Confirm and explain purpose of collection to relevant personnel 1.2 Identify relevant sampling plans, procedures, materials and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment 1.3 Confirm required measurements, observations, samples and sampling frequencies 1.4 Assemble, check and calibrate all measuring and sampling equipment before use
2. Conduct measurements and observations	2.1 Perform required sequence of measurements and observations according to sampling plan 2.2 Operate equipment according to manufacturer instructions and health and safety requirements 2.3 Record measurements and estimations with the appropriate units, required precision and accuracy 2.4 Recognise atypical or out-of-specification data and record explanatory notes 2.5 Identify and rectify procedures or equipment problems that have led to atypical data 2.6 Clean and store measuring equipment and dispose of any wastes according to environmental requirements
3. Obtain samples	3.1 Collect samples ensuring that sample types and sampling conditions are according to the sampling plan 3.2 Place, preserve and store samples in labelled containers to maintain security, integrity and traceability 3.3 Recognise and record atypical observations made during sampling 3.4 Clean and store sampling tools and dispose of any wastes according to environmental requirements
4. Report on data and samples	4.1 Provide feedback to relevant personnel at key stages of the data collection and sampling processes 4.2 Validate measurements, observations and samples for relevance and quality promptly after collection 4.3 Complete documentation of data and samples promptly, check for completeness and quality, and duplicate as required 4.4 Prepare reports on sampling and data outcomes in the required format 4.5 Arrange transportation and storage of samples 4.6 Respect confidentiality of data collected from individual sources

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Prepares and measures samples according to sampling plans, and conducts basic measurements, calculations and estimations to reflect fishing operations and environmental impacts
Reading	• Interprets sampling plans, procedures, scientific data and sampling information
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, to communicate and engage with crew members

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIOBS302 Collect reliable scientific data and samples	SFIOBSV302B Collect reliable scientific data and samples	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIOBS302 Collect reliable scientific data and samples

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has collected three different scientific data and samples sets for fisheries and/or environmental management research purposes, including:

- communicating with relevant personnel on data collection purpose and observations
- calibrating, operating and maintaining measuring and sampling equipment
- identifying and applying measurements and quality data collection processes that yield outcomes that are valid and comparable to other data sources
- preserving or protecting samples to minimise change or deterioration
- identifying atypical measurements and samples and suggesting possible causes and effects
- identifying samples to ensure a link to their origins
- completing accurate records on data collection and sampling and presenting the information in formats suitable for use in fisheries and/or environmental management research.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- environmental management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- current and emerging sampling equipment and technologies
- measurement techniques, including calibrating equipment
- principles of sampling, including:
  - achieving consistency in sampling procedures
  - maintaining the identification or traceability of samples relative to their source, including labelling
  - obtaining representative or randomised samples

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  - preserving the integrity of samples
  - storing and transporting samples
- fisheries and unique aspects relevant to the fishery, sector or geographic area
- fisheries management methodologies and associated data requirements
- fisheries research methodologies and the application of scientific data to management processes
- species, product, work regime and typical equipment used.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fishery workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - sampling equipment and materials
  - recording media
- specifications:
  - workplace procedures for sampling and data collection, including advice on health and safety and environmental requirements
  - sampling and data collection plans
  - manufacturer instructions for operating and maintaining equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIOBS304 Analyse and report onboard observations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to analyse and report onboard observations of fisheries and/or environmental management.

This unit applies to observers who are required to examine raw data, present results, determine trends, unusual occurrences and uncertainty in scientific and fisheries management data, and report results according to the agency requirements.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fisheries Observer (OBS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Check data and perform basic computations	1.1 Examine raw measurement data, estimations and observations for consistency with expectations and reasonable ranges 1.2 Calculate and check scientific quantities with required accuracy

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and precision 1.3 Present results in appropriate formats
2. Analyse trends and relationships between sets of data	2.1 Analyse results to determine trends and relationships between sets of data 2.2 Draw logical conclusions from the analyses 2.3 Recognise and report results that are inconsistent with expectations 2.4 Identify possible causes and effects of unexpected outcomes by examining fishing records and notes of atypical observations
3. Report results	3.1 Use charts, tables and graphs to present results in the appropriate formats 3.2 Present reports in a format and style consistent with requirements 3.3 Communicate results within the specified time and according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Writing	• Prepares reports and presentations
Problem solving	• Identifies inconsistencies, trends, causes and effects in data
Technology	• Uses computers for data analysis, record keeping and correspondence • Uses communications technologies • Accesses and navigates web-based media

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIOBS304 Analyse and report onboard observations	SFIOBSV304B Analyse and report onboard observations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIOBS304 Analyse and report onboard observations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has analysed and reported the results of a set of data and samples relating to onboard observations to support fisheries and environmental management research on at least one occasion, including:

- assessing reliability of data
- identifying and analysing trends, unusual occurrences and other non-standard findings from data collection and drawing logical conclusions as to possible causes and effects
- presenting and recording accurate data and findings in formats appropriate for scientific and management uses.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- environmental management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- applying statistical analysis to raw data
- commercial fisheries and unique aspects relevant to the fishery, sector or geographic area
- fisheries management methodologies and associated data requirements
- fisheries research methodologies and the application of scientific data
- inductive and deductive reasoning processes
- work regime and typical equipment used to collect data on target species, product and likely by-catch
- principles and methods for presenting data and research outcomes.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a fisheries monitoring setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - relevant documentation
  - computer and communication technologies
- specifications:
  - data collection and sampling plans
  - workplace procedures observations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIOBS305 Collect routine fishery management data

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to collect and record routine fishery management data according to agency procedures.

The unit applies to observers who are required to identify, collect and check fishery management data, make estimations and ensure data is completed.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Fisheries Observer (OBS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect data	1.1 Identify fishery management data collection requirements 1.2 Collect valid data as soon as practical during and after fishing operations 1.3 Measure and make estimations of catch, effort and other variables

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	that support fishing activity 1.4 Observe and comply with health and safety and environmental requirements during data collection
2. Record data	2.1 Enter identifying information accurately either manually or electronically as per workplace requirements to ensure traceability of data 2.2 Check for and rectify errors as required 2.3 Check data entries for completeness, and dispatch according to data collection requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret instructions
Writing	• Complete data entries
Numeracy	• Estimate and calculate distance, length, number, time and weight

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIOBS305 Collect routine fishery management data	SFIOBS303 Collect routine fishery management data	Minor change to performance criteria, performance evidence and assessment conditions to address electronic data entry and deletion of a minor point in knowledge	Equivalent

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Code and title current version	Code and title previous version	Comments	Equivalence status
		evidence	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIOBS305 Collect routine fishery management data

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has collected and recorded fishery management data for at least one fishing operation, including:

- validating catch, effort and other variables against fishing activity
- adhering to safety and environmental requirements during collection
- completing data entries that are accurate and reliable.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic biological features of target species and likely by-catch
- health and safety and environmental policies, standards and guidelines relevant to collecting fisheries management data
- scientific principles that influence the design of data collection systems
- recreational and traditional fishing catches or geographic area
- species, other seafood and aquatic products and equipment, and resources relevant to the workplace, sector or geographic area
- purposes of fisheries management data collection
- manual or electronic data collection requirements relating to catch, effort, species, environment, method, vessel, and time, date and location
- work regime and typical equipment used to collect data for target species, product and likely by-catch
- importance of, and process for, entering and maintaining accurate records.

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Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a fishery management data collection setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - resources, equipment and materials suitable for data collection
- specifications:
  - access to legislation and regulations relevant to fishery management data collections
  - workplace procedures for collecting and recording fishery management data, including advice on health and safety and environmental requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO101 Clean fish

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to clean fish in a commercial environment. It includes the ability to prepare and clean a work area, remove scales, gill and guts from fish, and store or display product.

The unit applies to individuals who undertake routine tasks in cleaning and preparing fish in a seafood processing environment under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare work area	1.1 Confirm fish cleaning work instructions with supervisor 1.2 Select and fit required personal protective equipment 1.3 Clean work area before commencing and maintain hygienic

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	conditions throughout processing 1.4 Inspect and set aside fish that show any signs of spoilage, defects and parasites
2. Clean fish	2.1 Use cleaning equipment to clean and prepare fish according to work instructions 2.2 Remove scales leaving skin undamaged, and rinse the fish free of loose scales in potable water 2.3 Remove gills and guts without cutting into the flesh, and rinse the fish free of loose debris in potable water 2.4 Place fish parts into correct container for further processing or disposal 2.5 Ensure fish cleaning meets productivity and quality requirements
3. Finalise fish cleaning activities	3.1 Display or store cleaned fish according to work instructions 3.2 Report problems with fish cleaning activities to supervisor 3.3 Maintain identification and traceability of product by use of accurate and compliant labelling

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Checks information for labelling • Interprets and follows workplace quality, food safety and hygiene procedures
Writing	• Records product information on paper-based and/or electronic media
Numeracy	• Counts daily tallies of cleaned fish
Navigate the world of work	• Asks questions to clarify understanding or seek further information

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Skill	Description
Get the work done	• Maintains quality specifications for different types of fish species

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO101 Clean fish	SFIPROC101C Clean fish	Updated to meet Standards for Training Packages Prerequisite removed	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO101 Clean fish

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has cleaned and removed the scales, gills and guts of a minimum of eight fish, including flat and round fish or fish of different sizes, on at least one occasion, including:

- cleaning and maintaining a hygienic workplace
- communicating with supervisor on fishing cleaning activities
- handling fish and fish cleaning equipment safely and hygienically
- visually recognising signs of spoilage, common defects, diseases and parasites
- displaying or storing cleaned fish with correct labelling.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles that apply when cleaning fish in a commercial fish processing facility
- food safety procedures and regulations that apply when handling and storing fish
- fish species and fish parts, including gills, gonads, scales, roe, kidneys and swim bladder
- spoilage pattern and common fish defects, diseases and parasites for species being cleaned
- health and safety requirements when using knives and cutting equipment, and lifting and handling boxes of fish and fish products
- safe manual handling techniques used for cleaning fish in minimising the risk of repetitive, forceful, constrained or awkward postures
- workplace quality system procedures addressing productivity specifications, fish identification and traceability.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - cleaning materials and equipment
  - a range of knives and cutting tools and fish cleaning related equipment
  - fish to be cleaned
  - running cold potable water
- specifications:
  - work instructions and workplace procedures for cleaning fish; procedures include advice on quality, food safety and health and safety requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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SFIPRO102 Clean work area

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to clean a work area during and after production. It includes the ability to remove and dispose of waste products, use chemicals safely, use low pressure hoses and floor scrubbers, and wash and store cleaning equipment after production.

The unit applies to individuals who undertake routine tasks in a seafood processing environment under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Remove waste	1.1 Deposit waste products into correct bins, hoppers and chutes, according to food hygiene and environmental requirements 1.2 Identify correct shovels, brooms and bins and use when gathering

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	waste material to avoid cross-contamination of product area 1.3 Keep work area free from waste to ensure a safe working environment 1.4 Maintain segregation of edible and inedible product at all times 1.5 Shift waste in bins and tubs according to induction, manual lifting procedures and health and safety requirements
2. Clean areas during production	2.1 Clean work area to avoid contamination of edible product 2.2 Use cleaning chemicals and hazardous substances according to health and safety and workplace requirements 2.3 Use low pressure hoses and floor scrubbers safely 2.4 Control people movement in wet areas using appropriate control measures
3. Wash and store cleaning and processing equipment	3.1 Roll hoses and store safely according to health and safety and workplace requirements 3.2 Clean, sanitise and store brooms, shovels, mops and scrubbing brushes 3.3 Store chemicals according to health and safety and workplace requirements 3.4 Clean and sanitise all processing equipment according to food safety and health and safety requirements
4. Clean up after production	4.1 Transfer waste material to designated storage area 4.2 Clean work areas and worksite according to food safety and health and safety requirements 4.3 Control vermin and pests according to food safety and health and safety requirements 4.4 Complete housekeeping tasks and report problems to supervisor 4.5 Monitor worksite regularly to ensure it complies with food safety and health and safety requirements and workplace practices

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets basic directions on the use and decanting of cleaning and sanitising chemicals and agents • Interprets directions for the safe operation of equipment
Writing	• Records cleaning schedules using signage as well as paper-based and electronic media
Numeracy	• Decants and mixes chemicals in the correct proportion • Monitors actions including temperature gauges and tank levels
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Interact with others	• Confirms cleaning requirements and priority areas • Communicates and reports workplace activity and safety information to relevant personnel
Get the work done	• Wears required personal protective equipment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO102 Clean work area	SFIPROC102C Clean work area	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO102 Clean work area

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has cleaned and maintained a safe work area on at least one occasion, including:

- sorting out, removing and shifting waste safely
- using and storing chemicals safely
- using cleaning equipment safely
- maintaining safety in wet areas
- cleaning, sanitising and storing cleaning and processing equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles in maintaining a clean working environment
- cleaning and sanitising techniques and their application to different work areas
- cleaning techniques, including wet and dry clean and application to different work areas
- hazards to others in workplace created by cleaning work areas, including wet floors, and the use of chemicals
- health hazards posed by cross-contamination
- impact of incorrect disposal of waste on the work environment
- workplace health and safety hazards and procedures when handling and storing chemicals, carrying out manual handling and performing repetitive movements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment required for cleaning work areas
  - cleaning equipment
  - chemicals used for cleaning
  - cleaning schedules
  - signage
- specifications:
  - access to safety data sheets and instruction for preparing cleaning chemicals
  - workplace procedures for cleaning work areas that include advice on food safety, workplace health and safety and environmental requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO103 Fillet fish and prepare portions

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to slice cutlets or cut fillets from fish, followed by skinning and cutting portions from the fillet. It includes the ability to select and check equipment, fillet, trim and remove bones and skin, cut portions to size, rinse and chill product.

The unit applies to individuals who, under the direction of a supervisor, undertake routine tasks in filleting and cutting fish portions in a seafood processing environment within a manufacturing or aquaculture facility, or wholesale or retail outlet that sells seafood.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare work area for filleting	1.1 Confirm fish filleting work instructions with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Select, fit and use required personal protective equipment 1.3 Clean work area before commencing and maintain hygienic conditions during processing 1.4 Select equipment and materials required for filleting work and check for cleanliness
2. Fillet fish	2.1 Use filleting equipment safely to prepare fillets and portions to productivity and yield requirements for the species 2.2 Visually inspect and set aside fillets that show signs of spoilage, defects or parasites 2.3 Trim fillets and remove bones, ensuring cuts are smooth with no jagged edges 2.4 Remove skin, leaving flesh smooth and without tears, and place skin tissue in the correct container 2.5 Cut portions to the size, weight and shape according to work instructions and productivity and yield requirements 2.6 Trim steaks and cutlets, as required to meet workplace requirements
3. Finalise filleting activities	3.1 Rinse fillets, including portions, steaks and cutlets, quickly in potable water and chill ready for further processing, or packaging and retailing 3.2 Identify and trace product by using accurate and compliant labelling 3.3 Report problems with filleting activities to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets and follows workplace quality, food safety and hygiene procedures

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Skill	Description
Writing	• Records product information on paper-based and electronic media
Numeracy	• Counts daily tallies of filleted fish • Estimates size and weight of portions • Estimates yield of fillets • Interprets weight scales
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Interact with others	• Communicates and reports workplace activity and safety information to relevant personnel
Get the work done	• Maintains quality specifications when filleting fish

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO103 Fillet fish and prepare portions	SFIPROC105B Fillet fish and prepare portions	Updated to meet Standards for Training Packages Prerequisite removed Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO103 Fillet fish and prepare portions

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has, on at least one occasion:

- filleted a minimum of six fish with at least half of the fish skinned within yield
- cut a minimum of six fish into cutlets and steaks within yield.

In doing the above, there must also be evidence of the following:

- cleaning and maintaining a hygienic workplace
- communicating with supervisor on fish filleting activities
- selecting, preparing and using filleting equipment safely
- identifying signs of spoilage and common fish defects, diseases and parasites
- preparing fillet portions for further processing or packaging using correct labels.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles that apply when filleting and portioning fish in a commercial fish processing facility
- food safety procedures and regulations that apply when handling and storing fish
- fish species and parts, including gills, gonads, scales, roe, kidneys and swim bladder
- location of bones and dark meat in different fish species
- spoilage pattern and common fish defects, diseases and parasites for species being filleted
- health and safety requirements when using knives, cutting equipment and lifting and handling boxes of fish and fish products
- safe manual handling techniques used for preparing fish in minimising the risk of repetitive, forceful, constrained or awkward posture
- workplace quality system procedures addressing fish identification and traceability, and workplace productivity and yield requirements.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - cleaning materials and equipment
  - range of knives and cutting tools and fish cleaning related equipment
  - range of fish of different shapes and sizes
  - running cold potable water
- specifications:
  - work instructions and workplace procedures for filleting and preparing fish portions; procedures include advice on quality, food safety and health and safety requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO104 Work with knives

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to sharpen, use and maintain knives.

The unit applies to individuals who use knives to undertake routine fish preparation tasks within a seafood processing facility, wholesale or retail outlet under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Sharpen knives	1.1 Select, fit and use the required personal protective equipment 1.2 Sharpen knives according to workplace procedures 1.3 Use steel to maintain bevel edge on knives

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Work safely with knives	2.1 Use knives according to workplace procedures, food safety and health and safety requirements 2.2 Use appropriate knife for the particular processing task as directed by supervisor 2.3 Check product as it is cut, to ensure that the knife is sharp enough to provide a consistently smooth cut surface
3. Maintain knives and associated equipment	3.1 Maintain knives in a safe and hygienic state 3.2 Use and maintain knife sharpening equipment safely and hygienically 3.3 Report problems with knives and safety hazards to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets and follows workplace quality, food safety and hygiene procedures for working with knives
Oral communication	• Uses industry standard terminology to describe different types of knives and their uses
Navigate the world of work	• Understands tasks and responsibilities required for performing own role in the workplace
Get the work done	• Maintains a clean and hazard-free work area

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO104	SFIPROC106B	Updated to meet Standards for Training	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
Work with knives	Work with knives	Packages Amendments to performance criteria for clarity and to better reflect level of complexity	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO104 Work with knives

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely worked with a range of knives to process at least eight fish in varying sizes on at least one occasion, including:

- identifying when knives require sharpening
- using and maintaining clean and safe knives and sharpening equipment
- using appropriate knife to clean, gut, gill, fillet and slice fish
- identifying relevant equipment and safety issues.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and procedures for sharpening a knife
- impact of a sharp knife on speed of filleting and yield of fillet
- impact of incorrectly sharpened knives on the appearance of fillets
- impact of incorrectly sharpened, stored and maintained knives on personal safety
- type and purpose of knife sharpening equipment
- type, shape and purpose of knives used to clean, gut, gill, fillet and slice fish
- food safety and health and safety requirements in regard to sharpening, using and maintaining knives.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:

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  - personal protective equipment
  - range of knives designed for different work functions
  - sharpening equipment
  - blunt knives to be sharpened
  - fish of different shapes and sizes
- specifications:
  - workplace procedures relevant to using knives; procedures include advice on food safety and health and safety requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO201 Head and peel crustaceans

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to remove the head and peel the shell from raw or cooked crustaceans, such as prawns, crabs, bugs and lobsters. It requires the ability to prepare product, remove head and shell, assess for defects, grade, rinse and chill product.

The unit applies to individuals who undertake routine tasks in peeling and shelling crustaceans in fish processing facilities and wholesale and retail outlets under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare workplace	1.1 Confirm work instructions with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Select and fit the required personal protective equipment 1.3 Clean work area before starting and maintain hygienic conditions according to workplace procedures 1.4 Check all equipment and materials for grading, rinsing, storing and chilling product are clean and in full working order 1.5 Make available sufficient potable ice, clean baskets and cold potable water
2. Prepare product	2.1 Rinse raw or cooked product in air or potable water according to supervisor instructions 2.2 Check product during washing to ensure it is clean and shows no signs of spoilage, disease and parasites 2.3 Maintain product at the temperature range stipulated in workplace food safety plan when being transferred to clean perforated baskets for size grading
3. Head and peel product	3.1 Remove head and shell hygienically and quickly to achieve productivity and yield requirements, and to minimise temperature abuse and melanosis 3.2 Assess product for defects and spoilage and put defective product aside 3.3 Place peeled product into correct container, avoiding cross-contamination between raw and cooked products 3.4 Use appropriate techniques to safely remove flesh from shell of species to achieve yield requirements
4. Treat, trim and maintain product	4.1 Treat product with food-grade chemicals as required 4.2 Trim product according to supervisor instructions 4.3 Maintain identification and traceability of product through accurate labelling 4.4 Maintain product temperature within required range during processing 4.5 Collect waste and dispose according to workplace procedures
5. Grade and pack product	5.1 Size and grade peeled product to meet workplace specifications 5.2 Rinse and chill product according to workplace procedures 5.3 Pack product to be frozen and transfer to the freezer immediately

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	or keep chilled until frozen 5.4 Pack fresh product and correctly label, store, display or dispatch according to supervisor instructions

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Reads and interprets basic order forms and specifications
Writing	• Records product information
Numeracy	• Counts number of pieces in carton and weight of cartons
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Get the work done	• Maintains quality specifications for peeling and removing the head of crustaceans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIPRO201 Head and peel crustaceans	SFIPROC201C Head and peel crustaceans	Updated to meet Standards for Training Packages Minor amendments to elements	Equivalent unit

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Links

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Assessment Requirements for SFIPRO201 Head and peel crustaceans

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has headed, peeled and trimmed at least two different batches of crustacean types (raw or cooked) on at least one occasion, including:

- cleaning and maintaining hygienic equipment and work area
- preparing and handling crustaceans safely and hygienically within product temperature range
- identifying signs of spoilage and common crustacean defects, diseases and parasites in raw and cooked species
- disposing of wastes correctly
- grading, packing, labelling and storing or dispatching product to supervisor instructions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles that apply when processing crustaceans in a commercial fish processing facility
- types of crustaceans, including:
  - location of gills, guts and internal skeleton
  - methods to peel and remove heads
- spoilage pattern and common crustacean defects, diseases and parasites
- safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures
- food safety procedures and regulations that apply when handling and storing crustaceans
- cross-contamination of raw and cooked product
- safe use, storage and handling of food-grade chemicals

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- workplace quality system procedures addressing productivity specifications, product identification and traceability.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - crustaceans (raw, cooked, fresh or frozen)
  - knives
  - waste tubs
  - running potable water
- specifications:
  - work instructions and workplace procedures for processing crustaceans; procedures include advice on quality, food safety, health and safety and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO202 Process squid, cuttlefish and octopus

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to process squid, cuttlefish and octopus. It requires the ability to clean squid, cuttlefish and octopus, and remove all the internal organs, skeleton, beak and skin to produce cleaned tubes and/or bodies.

The unit applies to individuals who undertake routine tasks in processing squid, cuttlefish and octopus (cephalopod molluscs) in fish processing facilities and wholesale and retail outlets under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare work area	1.1 Confirm work instructions with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Select and fit the required personal protective equipment 1.3 Clean work area before commencing and maintain hygienic conditions during processing according to workplace procedures 1.4 Ensure equipment for washing and/or grading product is clean and in full working order 1.5 Make available sufficient potable ice, clean baskets and cold potable water 1.6 Maintain identification and traceability of product during processing according to workplace food safety program
2. Remove head and fins	2.1 Visually assess whole cephalopod for signs of spoilage and defects and set defective animals aside 2.2 Trim whole cephalopod safely and hygienically according to the specifications for the species, and place edible waste material into the correct container 2.3 Rinse cleaned flesh and ensure it is free of all loose material
3. Clean product	3.1 Remove skin and internal organs to produce a cleaned product that meets workplace specifications and yield requirements 3.2 Clean insides of product and assess for signs of spoilage and defects, and set defective product aside 3.3 Rinse cleaned product in potable water, chill and store according to food safety program
4. Pack product	4.1 Grade clean product, pack or store for further processing 4.2 Label product to maintain identification and traceability of products

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets food safety program and specifications

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Skill	Description
Writing	• Records product information
Numeracy	• Interprets productivity and yield specifications • Interprets weighing scales
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Get the work done	• Maintains quality specifications for processing squid, cuttlefish and octopus

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO202 Process squid, cuttlefish and octopus	SFIPROC202C Process squid, cuttlefish and octopus	Updated to meet Standards for Training Packages Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO202 Process squid, cuttlefish and octopus

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has processed at least one squid, one cuttlefish and one octopus on at least one occasion, including:

- cleaning and maintaining a hygienic workplace
- documenting accurate product information in workplace records and labels
- handling cephalopod molluscs safely and hygienically within product temperature range
- identifying signs of spoilage and common defects, diseases and parasites in product
- safely using equipment to process squid, cuttlefish and octopus
- cleaning, grading and packing product according to supervisor instructions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles that apply when processing cephalopod molluscs in a commercial fish processing facility
- types of cephalopods, including:
  - location of gills, guts, beak, head, fins and mouth mass
  - methods and equipment used to process squid, cuttlefish and octopus
- safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures
- food safety procedures and regulations that apply when handling and storing squid, cuttlefish and octopus
- spoilage pattern and common defects, diseases and parasites for squid, cuttlefish and octopus
- workplace quality system procedures addressing customer specifications, product identification and traceability.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - cutting knives and equipment required to process squid, cuttlefish and octopus
  - fish cleaning tubs, clean fish tubs and running potable water
  - product, including squid, cuttlefish and octopus
- specifications:
  - work instructions and workplace procedures for processing squid, cuttlefish and octopus; procedures include advice on quality, food safety, health and safety and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO203 Shuck molluscs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to open and/or remove the meat (shuck) from molluscs including oysters, scallops and abalone and then prepare, trim and pack half shells and/or meat according to specifications.

The unit applies to individuals who undertake routine tasks in shucking and packaging molluscs in a fish processing facility under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare work area	1.1 Confirm mollusc shucking work instructions with supervisor 1.2 Select, fit and use the required personal protective equipment 1.3 Ensure work bench and equipment for grading, opening or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	shucking, rinsing, storing and chilling product are clean and in full working order 1.4 Make available sufficient potable ice, clean baskets and cold potable water 1.5 Check identification and traceability of product according to workplace food safety program
2. Wash mollusc	2.1 Clean molluscs in potable water to remove all loose shell, grit and mud 2.2 Store molluscs for shucking according to workplace food safety program 2.3 Discard dead molluscs according to workplace procedures
3. Open or remove shells	3.1 Cut adductor muscle (bivalves) or foot (abalone) with a knife according to food safety and health and safety requirements 3.2 Free meat from one shell to produce a half shell (bivalves) or totally remove meat (bivalves and abalone) according to productivity and yield specifications 3.3 Rinse half shells or meat quickly under potable water to remove any grit or debris, and trim meat as required 3.4 Inspect and set aside product that shows signs of spoilage, defects, diseases and parasites 3.5 Grade product by size or weight according to productivity and yield specifications 3.6 Set aside undersize product for other uses
4. Pack half shells or meats	4.1 Place graded half shells or meat into transport containers by weight or number 4.2 Separate layers of half shells within the container with plastic sheeting to ensure that no grit is transferred from the shell to the meat 4.3 Label transport containers of packed half shells or meat according to workplace and regulatory guidelines 4.4 Transfer transport containers of packed half shells or meat to chillers within required timeframes 4.5 Maintain identification and traceability of product according to workplace food safety program

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets productivity and yield specifications
Writing	• Records product information on paper-based and/or electronic media
Numeracy	• Counts product • Applies size grading • Identifies measurements on weighing scales
Navigate the world of work	• Asks questions to clarify understanding or seek further information
Interact with others	• Communicates and reports operational and safety information to relevant personnel
Get the work done	• Maintains a clean and hazard-free work area • Maintains hygiene standards • Maintains quality specifications for shucking molluscs

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO203 Shuck molluscs	SFIPROC203C Shuck molluscs	Updated to meet Standards for Training Packages Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO203 Shuck molluscs

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has prepared and packed a batch of molluscan meat or meat on half shells on at least one occasion, including:

- cleaning and maintaining a hygienic and efficient work area with operational equipment
- cleaning, rinsing and storing molluscs to food safety requirements
- grading product to required specifications
- using appropriate techniques to open, shuck and trim live molluscs with minimal damage
- visually identifying signs of spoilage and common defects, diseases and parasites in molluscs
- labelling and recording accurate product information.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles for shucking molluscs
- food safety program requirements for shucking molluscs
- types of molluscs species and location of key organs inside the body (gills, guts, gonad and adductor muscle)
- tools and equipment used in mollusc shucking operations
- biosecurity measures, hygienic handling and storage of live molluscs intended to be eaten raw or cooked
- quality, productivity and yield specifications for mollusc shucking operations
- spoilage pattern and common defects, diseases and parasites for molluscs.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - clean packing cases
  - knives, baskets, waste tubs and running potable water
  - opening bench
  - product (bivalves or abalone)
  - washing tubs
- specifications:
  - workplace procedures for shucking molluscs; procedures include advice on food safety, health and safety, quality and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO301 Monitor hygiene and sanitation requirements

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor the hygiene and sanitation requirements for seafood processing, wholesaling and retailing operations. It includes the ability to respond to hygiene and sanitation issues.

The unit applies to individuals who are responsible for overseeing hygiene and sanitation procedures in a seafood processing facility, or wholesale or retail outlet.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement hygiene and sanitation requirements	1.1 Communicate hygiene and sanitation regulatory and workplace requirements to other process workers 1.2 Ensure understanding of employer and employee responsibilities

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and obligations to achieve hygiene and sanitation compliance
2. Monitor hygiene and sanitation practices	2.1 Observe workplace hygiene and sanitation practices to verify compliance with workplace and regulatory requirements 2.2 Report hygiene and sanitation practices requiring improvement as part of continuous improvement to relevant personnel 2.3 Evaluate impact of hygiene and sanitation monitoring on product and processing operations
3. Respond to hygiene and sanitation problems	3.1 Investigate hygiene and sanitation issues and/or causes of contamination 3.2 Take corrective action to respond to hygiene and sanitation problems and/or eliminate contamination 3.3 Follow up on recommended action arising from the investigation to ensure reinforcement, and document outcomes according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets workplace procedures and hygiene and sanitation legislative requirements
Interact with others	• Selects and uses appropriate terminology when communicating with personnel
Get the work done	• Identifies sources of chemical, biological and physical contamination

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO301 Monitor hygiene and sanitation requirements	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO301 Monitor hygiene and sanitation requirements

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has monitored workplace hygiene and sanitation requirements on at least one occasion, including:

- communicating hygiene and sanitation requirements
- inspecting hygiene and sanitation practices to ensure compliance with workplace and regulatory requirements
- reporting on non-compliance
- providing solutions for hygiene and sanitation problems.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- regulatory and workplace hygiene and sanitation requirements
- regulatory and commercial implications of inadequate control of hygiene and sanitation
- employer and employee responsibilities and obligations regarding hygiene and sanitation
- purpose of hygiene and sanitation monitoring relevant to seafood processing
- workplace procedures to conduct a hygiene and sanitation investigation
- practices used to eliminate contamination.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in seafood processing, wholesale or retail workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:

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  - resources on hygiene and sanitation control
  - hygiene and sanitation monitoring recording system
- specifications:
  - workplace procedures for workplace hygiene and sanitation control
- relationships:
  - evidence of interactions with other workers.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO302 Handle and pack sashimi-grade fish

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to handle and pack sashimi-grade fish. It includes the ability to handle fish individually with special care to ensure that the flesh is suitable for slicing as sashimi.

The unit applies to individuals who handle sashimi-grade fish for domestic and export trade in a fish processing facility.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Receive fish	1.1 Check received sashimi-grade fish for damage or bend 1.2 Store fish under chilled, hygienic conditions to prevent damage

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Grade fish	2.1 Inspect and set aside fish that show signs of diseases and parasites 2.2 Grade selected fish by visual inspection according to sashimi-grade criteria and workplace procedures 2.3 Set aside fish that fail to meet sashimi-grade criteria for other uses or markets
3. Wipe and chill fish	3.1 Wipe clean sashimi-grade fish of any slime 3.2 Remove any ice within the body cavity and replace with potable ice sealed in plastic bags to ensure that the temperature of the fish meets food regulations
4. Pack fish	4.1 Weigh, pack and label cleaned fish for transport to meet the workplace and regulatory requirements of the transport company, domestic customer or the importing country 4.2 Maintain identification and traceability of product according to workplace food safety program

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets workplace procedures and sashimi-grade criteria • Checks information on labels
Writing	• Records product identification and traceability information on paper-based and electronic media when packing sashimi-grade fish
Numeracy	• Measures the length and weight of fish • Reads weighing scales
Navigate the world of work	• Interprets and follows regulatory requirements and seeks clarification or other assistance when required
Get the work done	• Maintains hygiene standards and wears required personal protective equipment • Maintains quality specifications for handling and packing sashimi-grade fish

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO302 Handle and pack sashimi-grade fish	SFIPROC302C Handle and pack sashimi-grade fish	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO302 Handle and pack sashimi-grade fish

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has assessed, handled, packed and labelled at least six sashimi-grade fish on one occasion, including:

- hygienic handling and storage of sashimi-grade fish within safety temperature range
- visually inspecting fish for signs of defects, disease and parasites
- grading sashimi-grade fish against criteria
- weighing, measuring and recording length of fish for packaging purposes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety requirements for the lifting of heavy loads and/or operating material handling equipment
- workplace quality system procedures and regulatory requirements addressing customer specifications, product identification and traceability and transport
- food safety procedures and regulations that apply when handling and storing species to be packed for sashimi
- personal, workplace and product hygiene principles for handling and packing sashimi-grade fish
- spoilage patterns and common defects, diseases and parasites of species packed for sashimi
- sashimi-grade criteria.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an area for the handling of sashimi-grade fish in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - cutting knife
  - fish that are at sashimi-grade as well as fish that are not at the grade
  - labels
  - packaging material
  - scales
- specifications:
  - workplace procedures for processing sashimi-grade fish; procedures include advice on quality, food safety and health and safety requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO304 Boil and pack crustaceans

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare, boil, cool and pack crustaceans, including prawns, crabs and lobsters. It requires the ability to thaw product, use cooking equipment, and cool and package product according to customer specifications.

The unit applies to individuals who undertake routine tasks in processing crustaceans in fish processing facilities and wholesale and retail outlets under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare work area	1.1 Confirm client specifications with supervisor 1.2 Select and fit the required personal protective equipment 1.3 Clean work area before commencing and maintain hygienic

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	conditions according to workplace procedures 1.4 Clean equipment for grading, boiling, cooling and chilling cooked product, and ensure in full working order 1.5 Make available sufficient potable ice, clean baskets and cold potable water 1.6 Fill cooker with potable water, and clean salt if required, and set to boil
2. Prepare crustaceans	2.1 Rinse crustaceans in potable water according to workplace food safety plan and food regulations 2.2 Check crustaceans during washing to ensure they are clean and show no signs of spoilage, disease or parasites 2.3 Maintain crustaceans within the temperature range stipulated in workplace food safety plan when being transferred to clean perforated baskets for grading 2.4 Size and grade product to meet client specifications
3. Boil and cool crustaceans	3.1 Place crustaceans into vigorously boiling water, for the time appropriate for the species and size, to cook product, kill bacteria and denature enzymes 3.2 Place correct amount of crustaceans into boiling water 3.3 Remove cooked crustaceans from the cooker and place into a cooling tank for a time appropriate for the size and species so that cooked product yield requirements are met 3.4 Quick freeze product as required
4. Pack crustaceans	4.1 Pack cooled product with clean potable ice, if required, into clean containers and cooled to the temperature required by food regulations 4.2 Weigh packed product, label and place into cold storage until ready for further processing or distribution according to customer specifications 4.3 Maintain identification and traceability of product according to workplace food safety program

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets customer specifications and workplace food safety plan • Reads and checks information on labels
Writing	• Records product identification and traceability information on paper-based and electronic media when boiling and packing crustaceans
Numeracy	• Interprets food safety program on quantities and times for different species, graded sizes and pot sizes • Interprets temperature and weight measurements • Grades product according to size
Interact with others	• Asks questions to clarify understanding or seek further information
Get the work done	• Maintains quality specifications for boiling and packing crustaceans

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO304 Boil and pack crustaceans	SFIPROC304B Boil and pack crustaceans	Updated to meet Standards for Training Packages Amendment to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO304 Boil and pack crustaceans

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has boiled and packed a batch of three different crustacean species or one crustacean species of varying sizes to meet client specifications on at least one occasion, including:

- cleaning, and maintaining hygienic and efficient work area with operational equipment
- visually inspecting crustacean for signs of spoilage and common defects, diseases and parasites in species
- maintaining safe temperature range while cleaning, grading and packing crustaceans
- safely using cookers powered by gas or electricity or steam
- accurately weighing and labelling cooled product.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personal, workplace and product hygiene principles that apply when processing crustaceans in a commercial fish processing facility
- types of crustacean species
- cooking times and indicators for different species or different sizes of one species
- safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures
- health and safety standards in regard to basic minor burn first aid procedures, cooking crustaceans, and lifting and moving heavy loads
- food safety procedures and regulations that apply when handling, cooking, cooling, storing and packaging raw and cooked crustaceans
- spoilage patterns and signs of common defects, diseases and parasites in raw and cooked crustaceans

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- workplace quality system procedures addressing customer specifications, humane treatment of animals, and product identification and traceability.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - a cooker
  - cooling tubs, fish tubs, lug boxes and running cool potable water
  - potable ice
  - raw crustaceans, fresh and frozen
  - scales
  - thaw tank
- specifications:
  - work instructions and workplace procedures for processing crustaceans; procedures include advice on quality, food safety, health and safety and environmental requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO401 Evaluate a batch of seafood

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to evaluate seafood product. It includes the ability to identify the features of seafood species to determine both scientific and correct marketing names, take samples, determine spoilage, estimate yields and develop quality profiles.

The unit applies to individuals who are responsible for identifying and evaluating batches of seafood in seafood processing facilities.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify seafood species	1.1 Identify seafood species using anatomical and other features and characteristics

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Recognise species by scientific and marketing names 1.3 Quantify edible and/or useable portions in terms of flavour, texture and ease of eating characteristics known to exist in the species and/or the requirements of the product specification
2. Sample a batch of seafood for sensory evaluation	2.1 Establish the type and quantity of seafood to be sampled 2.2 Remove samples from the batch and forward for evaluation according to workplace sampling plan
3. Evaluate seafood to determine presence of spoilage	3.1 Assess sensory, chemical and/or microbiological indicators to determine spoilage factors present in the batch of seafood 3.2 Determine the relationship between the quality profile required and the processing needed for the batch
4. Develop a quality profile for the batch using a scoring system	4.1 Develop a quality profile for the batch of seafood according to the workplace score system criteria 4.2 Use consistent terminology in the profile and the workplace score system criteria
5. Estimate yields and productivity for a batch of seafood	5.1 Estimate projected yield from the batch according to end-product specifications 5.2 Determine the productivity potential of the batch using end-product specifications and/or processing guidelines
6. Initiate action for the batch of seafood according to its quality profile	6.1 Determine a destination for the batch of seafood according to the processing requirements and quality profile of the batch 6.2 Assess results of evaluation against vendor self-assessment criteria, where appropriate, and record and report results 6.3 Process documentation relating to the batch 6.4 Adjust vendor assessment criteria as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets product specifications and quality criteria • Matches scientific names with common names of seafood • Identifies and traces product
Writing	• Completes complex forms • Records and reports seafood sampling results and rectifications using correct technical vocabulary • Accesses, navigates and enters detailed information about seafood samples
Numeracy	• Verifies supplier/vendor information
Interact with others	• Uses active listening, observational and questioning techniques to confirm information about seafood batch quality

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO401 Evaluate a batch of seafood	SFIPROC401C Evaluate a batch of seafood	Updated to meet Standards for Training Packages Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO401 Evaluate a batch of seafood

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has evaluated at least one batch of seafood on at least one occasion, including:

- identifying and tracing product using scientific and accepted marketing terms
- assessing the seafood quality against a product specification
- identifying stages of deterioration and presence of contaminants
- developing and refining a quality profile for the batch
- assessing yield, productivity and/or volumes for the batch
- determining and recording the purpose for the batch of seafood.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- scientific, nationally and internationally accepted marketing names and terms for seafood species, including:
  - Australian Fish Names Standard AS 5300-2015
  - Codex Alimentarius Commission, international and national food standards
- sampling techniques for batches of seafood
- sensor methods using a scoring system for evaluating seafood
- factors affecting yield
- productivity derived from a range of processing options and final product specifications.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - workplace sampling plan
  - customer requirements
  - product specifications
  - range of product for evaluation
  - resources for identifying seafood species
- specifications:
  - workplace procedures for evaluating seafood.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO402 Manage a product recall

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare for and manage a seafood product recall. It includes the ability to determine sources of problems, report non-conformance, take decisions to implement a recall, communicate to stakeholders and conduct post-recall reviews.

The unit applies to individuals who manage the processes involved in accepting and disposing of recalled seafood product that are found to be an unacceptable risk.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather evidence to determine advisability of product recall	1.1 Monitor information and inputs from production, regulators or customers to ensure conformance with specifications 1.2 Analyse non-conformance and conduct risk assessment to determine source of problem and potential outcome 1.3 Report non-conformance of a scale to warrant recall action to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	appropriate personnel or agencies 1.4 Make decision to recall product in a timely manner 1.5 Develop protocol for engaging the media during the recall and seek agreement between the relevant parties
2. Manage recall process and associated record keeping	2.1 Develop protocol for acceptance of recalled product and seek agreement between the relevant parties 2.2 Communicate to all personnel on the need and level of isolation of returned product 2.3 Maintain accurate records of current stocks and returned product throughout recall period 2.4 Store records according to third-party requirements
3. Oversee re-introduction, disposal and/or destruction of recalled product	3.1 Isolate returned product from current stocks, product or facilities in a manner consistent with the level of recall 3.2 Implement disposal or destruction processes according to third-party procedures
4. Conduct post-recall review	4.1 Initiate review encompassing all aspects of recall 4.2 Prepare comprehensive report identifying source of problem 4.3 Develop recommendations to prevent re-occurrence and forward to appropriate personnel or agencies

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Uses records for traceability
Writing	• Writes media releases for print and electronic media sources and communications to personnel
Numeracy	• Estimates time, including use-by dates and product shelf life • Analyses production data

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Skill	Description
Navigate the world of work	• Monitors adherence to legal and regulatory standards and responsibilities for self and others
Interact with others	• Uses appropriate language and communication skills to facilitate discussions regarding actions to be undertaken for product recalls
Get the work done	• Uses a computer, keyboard and software to prepare policies, protocols and plans for a product recall

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO402 Manage a product recall	SFIPROC504C Design and manage a product recall	Updated to meet Standards for Training Packages Revised unit title and change to AQF indicator in unit code to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO402 Manage a product recall

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned for and managed a product recall on at least one occasion, including:

- gathering information to establish the need to recall product
- developing rules for engaging with media
- developing procedures for the product recall
- communicating with personnel on the recall
- maintaining and storing records during recall period
- managing the disposal or destruction of recalled products
- evaluating the recall process and preparing a report to determine improvements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- causes and effects of contamination and cross-contamination in seafood products, and when a product recall is required
- procedures for recall and/or return of product in the normal course of business
- quality assurance principles and practices for product recall
- procedures to handle food recalls required by Australian food standards
- roles and responsibilities of stakeholders in a product (emergency) recall
- state, territory or national health agency requirements for notification in the event of a food recall
- communication protocols in managing the product recall process
- record keeping for the product recall process
- disposal and destruction procedures for recalled product
- procedures for evaluating the product recall process.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing, wholesale or retail workplace or an environment that accurately represents workplace conditions
- specifications:
  - production records
  - workplace food safety plan
  - workplace policy and procedures for the return and/or recall of product, including advice on communication protocols
  - relevant food safety standards
  - food recall protocols
- relationships:
  - evidence of interactions with relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO403 Develop and implement a seafood waste utilisation strategy

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge to identify opportunities for decreasing waste by-products of purchased seafood and implement steps to minimise and utilise seafood waste products. It includes the ability to determine waste product criteria, analyse waste utilisation criteria and develop and implement the waste minimisation strategy.

The unit applies to individuals who plan, implement and review waste utilisation and minimisation strategies for seafood processing facilities.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify, document and categorise seafood waste products	1.1 Determine criteria for identifying seafood waste products 1.2 Identify seafood waste products at each stage of the process 1.3 Identify biosecurity risks from waste product, and strategies for managing these in relation to processing

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Gather relevant data regarding the size and type of seafood waste product 1.5 Document data in a standardised form 1.6 Categorise data at point of inspection
2. Analyse existing seafood waste utilisation strategies	2.1 Identify published cases of existing waste utilisation strategies from other seafood companies and document those that have relevance to current operations 2.2 Analyse relevant waste utilisation strategies against standard values and investigate feasibility 2.3 Summarise and present data to appropriate personnel for evaluation and endorsement
3. Develop or modify seafood waste utilisation strategies	3.1 Document new or existing strategies for seafood waste utilisation 3.2 Modify existing processing infrastructure or procure new infrastructure to allow for implementation of waste utilisation strategy 3.3 Write and distribute standard operating procedures, workplace guidelines and other workplace documents as required 3.4 Communicate workplace health and safety procedures for implementation of the waste utilisation strategy 3.5 Ensure compliance of new or existing infrastructure and procedures with food safety workplace requirements
4. Implement the seafood waste utilisation strategy	4.1 Communicate procedures for implementation of the seafood waste utilisation strategy to staff 4.2 Collect and process seafood waste according to workplace guidelines 4.3 Document and store seafood waste data
5. Review the seafood waste utilisation strategy	5.1 Analyse seafood waste data 5.2 Document and report economic performance of the seafood waste utilisation strategy to senior personnel 5.3 Report additional performance factors to management that are relevant to the seafood utilisation strategy 5.4 Make adjustments to the seafood waste utilisation strategy as recommended in review outcomes

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets waste management policy, implementation plans and targets and indicators
Writing	• Develops and documents comprehensive action plans and evaluation reports, including rationale for waste management policy implementation
Navigate the world of work	• Monitors adherence to legal and regulatory standards and responsibilities for self and others
Interact with others	• Provides clear, unambiguous instructions on sustainability policy content, processes, procedures, targets and indicators to operational staff members
Get the work done	• Efficiently and logically manages logistics for implementing waste utilisation policy and practice • Uses a computer, keyboard and software to prepare and maintain records and reports

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO403 Develop and implement a seafood waste utilisation strategy	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO403 Develop and implement a seafood waste utilisation strategy

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed a seafood waste utilisation strategy and implemented the strategy on at least one occasion, including:

- developing seafood waste product criteria
- undertaking a supply chain analysis
- identifying and analysing existing seafood waste utilisation strategies used by other facilities
- recommending and/or making modifications to existing business practices to include or enhance the seafood waste utilisation strategy
- developing workplace-related documents for the implementation of the seafood waste utilisation strategy
- communicating and implementing waste minimisation of seafood product during processing
- evaluating the performance of the seafood waste utilisation strategy.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- seafood waste utilisation practices used in seafood processing
- biosecurity risks from waste product and strategies for managing these
- seafood waste processing procedures
- principles of waste minimisation, including economic considerations
- waste minimisation economic analysis reporting
- modification potential for existing infrastructure in seafood processing
- operational performance of new and existing seafood processing infrastructure.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- specifications:
  - access to workplace expertise in production, engineering and costing
  - access to off-site facilities to view waste utilisation and minimisation processes
  - workplace policy relating to the control and disposal of wastes
  - workplace product specifications
  - food safety and other relevant technical standards
- relationships:
  - evidence of interactions with staff members and senior personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIPRO404 Plan and develop formulations and specifications for new seafood product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and develop formulations and specifications for new seafood product. It requires the ability to gather and collate product information, plan product development, and finalise and record product formulations.

The unit applies to individuals who are responsible for developing, documenting and applying new production information for seafood processing facilities.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Processing (PRO)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and collate information regarding food and related product specifications	1.1 Seek information related to new product specification from production trials and laboratory tests 1.2 Collate and confirm existing specifications relating to new product components and processes

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Confirm end-user requirements for specification or formulations
2. Plan development of final formulation to achieve results within agreed timeframe	2.1 Establish and confirm requirements for development of final formulation from product specifications 2.2 Identify, cost and confirm ingredients and processes required to produce product to profile 2.3 Confirm consistency of ingredient supply against specifications 2.4 Identify constraints to formulation planning, and propose solutions to minimise delay 2.5 Complete documentation of formulation according to workplace requirements
3. Finalise and publish formulations and specifications	3.1 Convey information about product formulation critical to reproduction of product 3.2 Outline information regarding formulation and preparation of product in a format that meets customer needs 3.3 Canvass customers to ensure product developed from formulation meets specifications and requirements 3.4 Develop formulation and specifications to meet relevant requirements
4. Record formulations and product specifications	4.1 Maintain product formulations and specifications and authorise changes that are accurate and implement in a timely manner 4.2 Complete publishing and maintenance of formulations and specifications 4.3 Inform personnel affected by changes in formulations or specifications within timeframes that optimise efficiency of performance

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interprets technical documents and publications related to formulations and specifications for new seafood product
Numeracy	• Calculates averages and percentages • Calculates volume, time and relationship between temperature, pressure and flow • Estimates cost specifications for new seafood product
Navigate the world of work	• Monitors adherence to legal and regulatory requirements and responsibilities • Takes responsibility and ownership for aspects of own work, while recognising and managing factors that may affect achievement of outcomes
Interact with others	• Demonstrates control over oral, visual and/or written formats, when disseminating information about formulations and specifications for new seafood product • Clarifies the purpose and possible actions to be taken as a result of work-related communications

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIPRO404 Plan and develop formulations and specifications for new seafood product	SFIPROC604C Plan and develop formulations and/or specifications for new seafood product	Updated to meet the Standards for Training Packages Minor amendment to title and change to AQF indicator in unit code	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIPRO404 Plan and develop formulations and specifications for new seafood product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned and developed formulations or specifications for at least one new seafood product on at least one occasion, including:

- compiling information for new product from production trials, laboratory tests, standards and/or raw material specifications
- identifying suitable components and/or ingredients to match product specifications
- identifying processing and/or production equipment or facilities
- identifying risks and solving problems when planning and developing formulations and specifications for new seafood products
- developing, publishing and maintaining formulations and specifications.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- allowable additives and basic food chemistry for seafood products
- workplace product costing methodology for the development of new product
- food regulations relating to the product
- food safety requirements and microbiology
- Hazard Analysis Critical Control Point (HACCP) and the workplace food safety plan in relation to developing new product
- safety data sheet (SDS) information, and how to access
- requirements of a product specification.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in a seafood processing workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - laboratory facilities
- specifications:
  - workplace HACCP plan
  - food safety and other relevant standards
  - safety data sheets
  - product costing information sufficient to confirm relevant aspects of assessment
  - relevant data/information from production trials and/or laboratory tests.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISAD201 Prepare, cook and retail seafood products

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to select, prepare, cook and sell seafood products to order in a retail shop. It includes the ability to handle fresh and thawed product, check product quality, operate cooking equipment, prepare and store ingredients and take and cook customers' orders.

This unit applies to individuals who undertake routine cooking and retailing tasks in a retail outlet that sells cooked seafood to the public under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to cook product	1.1 Select and fit personal protective equipment according to food safety requirements 1.2 Identify and monitor suitability of product to be cooked according

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	to food safety regulations 1.3 Handle fresh or thawed product with care to ensure it is not physically damaged 1.4 Set aside and report to supervisor product identified as unsuitable 1.5 Operate equipment and power sources according to health and safety practices 1.6 Handle, store and use commercial cooking oil or fat safely and within approved temperature range
2. Pre-cook product	2.1 Prepare and store batters, crumbs and other seafood coatings according to workplace specifications 2.2 Pre-cook and store product at the appropriate temperature to comply with food regulations 2.3 Store pre-cooked product in cool rooms or refrigerated counter units to avoid cross-contamination and comply with food regulations
3. Cook and sell product to order	3.1 Take and record customer order according to workplace procedures 3.2 Cook product for required time to ensure that the temperature and colour conform to food regulations 3.3 Assemble and wrap or package cooked product according to workplace requirements
4. Clean facilities	4.1 Keep cooking equipment and preparation area clean during operation 4.2 Clean cooking equipment when cooking operations are closed 4.3 Use cleaning equipment and cleaning chemicals according to workplace procedures 4.4 Filter and dispose of cooking oil or fat according to food safety regulations, health and safety and environmental requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Numeracy	• Interprets the reading of a thermometer and electronic scales • Calculates extensions of weight and price to give an accurate price of product • Calculates total of invoice or bill • Counts product for stocktaking purposes
Reading	• Interprets cooking recipes
Writing	• Records customer orders face-to-face or by telephone
Navigate the world of work	• Takes steps to develop skills and knowledge relating to preparation, cooking and retailing of seafood products
Interact with others	• Selects and uses appropriate terminology when communicating with personnel and customer
Get the work done	• Communicates using a telephone or online technology • Recognises and responds to non-conforming products

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD201 Prepare, cook and retail seafood products	SFIDIST201C Prepare, cook and retail seafood products	Updated to meet Standards for Training Packages Amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD201 Prepare, cook and retail seafood products

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has cooked and sold seafood products for at least two different customers on at least one occasion, including:

- assessing the quality of the seafood to be cooked
- handling, preparing, pre-cooking and storing pre-cooked product according to food safety requirements
- using, storing and, if required, disposing of oil and fat safely and sustainably
- taking customer orders accurately
- cooking each of the following seafood product types by deep frying and grilling:
  - fresh fish
  - raw crustaceans and molluscs
- wrapping and serving product according to customer needs and workplace requirements
- maintaining safe and hygienic cooking facilities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- food safety procedures and regulations for preparing, cooking and retailing seafood products, including:
  - hygienic handling of raw, pre-cooked and cooked seafood
  - preparation and display of pre-cooked product
- product knowledge of seafood product, including:
  - cooking methods and their suitability for different species
  - common seafood defects, diseases and parasites found in species
  - correct marketing name in accordance with Australian Fish Names Standard AS 5300-2015

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  - degree of freshness and spoilage for a particular species
  - handling, wrapping and packaging
  - harvest or fishing area
  - potential food safety hazards
  - presentation of product
  - prohibited species
  - seasonality
  - shelf life of raw materials
  - suitability of different cooking methods for species sold
- equipment and materials used for preparing and cooking seafood product
- retailing procedures for seafood products.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood retail shop or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - deep fryer, steamer, barbeque and oven
  - grill plate
  - seafood product
  - refrigerated storage rooms
  - temperature measuring devices
  - cooking medium, such as oils
  - cooking materials, such as batters and crumbs
  - salt
  - wrapping materials
  - cooking utensils
- specifications:
  - customer orders
  - workplace procedures for preparing, cooking and selling seafood, including advice on food safety, health and safety and environmental requirements
- relationships:
  - evidence of interactions with customers.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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SFISAD202 Retail seafood

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to set up, serve from, and pack up a retail display of fresh, frozen and/or live seafood. It includes the ability to assess seafood freshness, assemble a display that attracts customers, ensure correct temperature of product and avoid cross-contamination, serve customers, clean display and count and store remaining product after packing up.

The unit applies to individuals who, under supervision, undertake routine tasks in setting up and maintaining a retail display in outlets, including supermarkets that sell fresh, frozen and/or live seafood to the public.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Set up display	1.1 Select and fit personal protective equipment according to food and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	health and safety requirements 1.2 Remove seafood from chiller, assess for freshness and suitability, and prepare for retail display 1.3 Dispose of unsuitable product according to environmental requirements 1.4 Check temperature of product in retail display to ensure conformity with food safety requirements 1.5 Check display to ensure that no cross-contamination occurs between raw and cooked products 1.6 Clean and prepare price tickets to show the correct name and price 1.7 Place live product in tanks if available, and monitor and maintain water quality to set requirements of the species
2. Maintain display	2.1 Monitor product temperature to ensure that it is within the required range 2.2 Keep fresh product moist and attractive according to workplace procedures 2.3 Ensure ice and water used on fresh product is potable according to food safety requirements 2.4 Check display of frozen product to ensure that all products are within their use-by date and are placed below the freezer unit load line according to manufacturer instructions 2.5 Check live product display tanks if available, to ensure fish are sterile and water quality is appropriate for the species 2.6 Report faults in refrigeration, tank and other equipment to the relevant personnel
3. Serve customers	3.1 Apply knowledge of product shelf life and suggested cooking methods when communicating to customers 3.2 Trim, skin or scale product to order according to food safety and workplace requirements 3.3 Handle, weigh, wrap and package product according to food safety and workplace requirements
4. Pack up and clean up	4.1 Remove product from retail display, assess freshness and suitability for consumption and dispose of unsuitable product according to environmental requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Check use-by dates on packaged fresh and frozen product and dispose of out-of-date product according to environmental requirements 4.3 Remove and clean price tags according to workplace cleaning procedures 4.4 Clean the empty retail display, fresh product preparation areas and refrigerated storage rooms according to food safety and workplace cleaning requirements 4.5 Clean live tank displays if available, to maintain water quality according to species
5. Count and store stock	5.1 Undertake stocktake of fresh, frozen and/or live product according to workplace procedures 5.2 Record identification and traceability of unpackaged fresh and/or live product 5.3 Place product in chiller and freezer storage rooms in appropriate areas and re-ice product as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Interprets the reading of a thermometer • Calculates extensions of weight and price to give the correct price of the product
Oral communication	• Communicates effectively with customers about orders
Reading	• Identifies and traces product
Writing	• Interprets and writes price, correct fish name and country of origin on tickets or labels • Records customer orders when taken face-to-face or by telephone
Navigate the world of work	• Takes steps to develop skills and knowledge of seafood products sold from retail outlet

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Skill	Description
Interact with others	• Communicates and reports operational and safety information to relevant persons • Selects and uses appropriate terminology when communicating with personnel and customers
Get the work done	• Uses digital technologies, including calculator and electronic scales

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD202 Retail seafood	SFIDIST202C Retail fresh, frozen and live seafood	Updated to meet Standards for Training Packages Element added and minor amendments to performance criteria for clarity Revised unit title	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD202 Retail seafood

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual set up, maintained and sold seafood products from a retail display on at least one occasion, including:

- identifying and preparing suitable product with accurate labelling for display
- maintaining product freshness within safe temperature range
- maintaining clean and hygienic display, preparation and storage areas
- serving at least two different customers, including:
  - responding to customer queries about product
  - handling, preparing, weighing and wrapping product to customer order
- removing and safely disposing of unsuitable product
- recording and storing remaining stock after display pack-up.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- food safety procedures and regulations for preparing and selling seafood products, including:
  - hygienic handling of live, raw and cooked seafood
  - preparation and display of live, raw and cooked seafood
  - storage requirements
  - biosecurity in relation to live seafood
- product knowledge of seafood product, including:
  - common fish defects, diseases and parasites
  - species identification in accordance with Australian Fish Names Standard AS 5300-2015
  - species harvest or fishing area, seasonality and cooking methods

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  - degree of freshness and spoilage for a particular species and product
  - suitability of different cooking methods, such as grilling, baking, barbequing, deep frying and steaming for species sold
- retailing procedures for seafood products
- stocktake and storage procedures for seafood products.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood retail outlet or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - packaging materials
  - refrigerated storage rooms
  - seafood cleaning and filleting facility
  - seafood products
  - temperature measuring devices
- specifications:
  - workplace procedures for preparing, maintaining and retailing seafood, including advice on food safety, health and safety and environmental requirements
- relationships:
  - evidence of interactions with customers.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISAD301 Wholesale product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare and deliver wholesale seafood products. It includes the ability to communicate with the customer, select, prepare and weigh product, and, if necessary, consolidate other items to complete order, prepare invoices and deliver product.

The unit applies to individuals who work under supervision to prepare and deliver orders at any wholesale outlet that sells seafood products.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences will be required for driving delivery vehicles and operating load-shifting equipment such as forklifts.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate with customers	1.1 Inform customers of current seafood product and market knowledge

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Record customer orders accurately and negotiate prices 1.3 Handle complaints as required, sensitively, courteously and with discretion
2. Prepare order	2.1 Select and fit personal protective equipment and ensure workplace, equipment and materials are clean and hygienic before preparing order 2.2 Inspect required products for signs of spoilage, defects and parasites, and dispose of defective product after consultation with supervisor 2.3 Prepare product according to customer specifications and food regulations 2.4 Weigh product and record weight on appropriate form or invoice according to workplace procedures 2.5 Package and label weighed items to ensure product remains at appropriate temperature and undamaged during transport 2.6 Maintain identification and traceability of product on both packaged and unpackaged goods
3. Consolidate order	3.1 Check off each order item against a picking slip or order list and consolidate into one order 3.2 Complete invoice and documentation for the consolidated order according to workplace procedures
4. Transfer and deliver product	4.1 Ensure product assigned to the customer at the workplace is signed by the customer 4.2 Check delivery vehicle for cleanliness and serviceability 4.3 Place consolidated order into the vehicle and check product to ensure temperature is maintained until delivery 4.4 Operate and park delivery vehicle according to road and traffic legislation 4.5 Deliver product safely to customer using the most appropriate route 4.6 Check and keep documentation signed by customer accepting product
5. Return to workplace	5.1 Forward documentation for seafood delivery to the appropriate personnel at the workplace 5.2 Empty and clean delivery vehicle using cleaning chemicals and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment safely and according to manufacturer instructions 5.3 Use and maintain vehicle according to road and traffic legislation 5.4 Complete logbook or other documentation according to workplace procedures on return

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Calculates extensions of weight and price to give an accurate cost of product • Calculates total of invoice using a calculator • Reads a thermometer accurately
Reading	• Interprets order forms and product labels
Writing	• Records customer orders • Prepares invoices and/or statements using calculator
Navigate the world of work	• Takes responsibility for decisions about when and how to complete tasks and coordinate with others
Interact with others	• Selects and uses appropriate product and process terminology when communicating with other personnel and customer
Get the work done	• Communicates using a telephone and online technology • Uses Global Positioning System (GPS) navigation tool • Plans a range of routine, and some non-routine, tasks, making slight adjustments if necessary, and addressing some unexpected issues

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD301 Wholesale product	SFIDIST301C Wholesale product	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD301 Wholesale product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has prepared and delivered seafood product for at least one wholesale order on at least one occasion, including:

- communicating effectively with the customer on product and orders
- selecting and fitting personal protective equipment
- assessing product for suitability and disposing of unsuitable product
- preparing, weighing and packaging customer orders to specification
- maintaining product within safe temperature range prior to and during delivery
- consolidating the order before loading product onto a delivery vehicle
- delivering product safely and efficiently
- maintaining cleanliness of workplace and delivery vehicle
- completing and maintaining accurate records and documentation prior to and post-delivery.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- local, national and global seafood product and market knowledge
- workplace procedures for taking customer orders and handling complaints
- food safety procedures and regulations for preparing and delivering wholesale seafood products, including:
  - hygienic handling and preparation of seafood
  - storage requirements for seafood product
  - personal, workplace and product hygiene
  - biosecurity in relation to live seafood product
- product knowledge of wholesale seafood product, including:
  - common fish defects, diseases and parasites

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  - species identification in accordance with Australian Fish Names Standard AS 5300-2015
  - species harvest or fishing area, seasonality and cooking methods
  - degree of freshness and spoilage for a particular species and product
- use of chemicals and cleaning equipment for workplace and delivery vehicle
- documentation requirements for preparing and delivering wholesale seafood products
- use of Global Positioning System (GPS) navigation for delivering wholesale seafood products
- local area road and traffic regulations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood wholesale outlet setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - calculator
  - ice and cartons
  - invoice documents
  - scales
  - seafood product, including species of fish, crustaceans and molluscs
  - thermometer or temperature recording devices
  - vehicle with GPS or equivalent
- specifications:
  - workplace procedures for preparing and delivering wholesale seafood orders, including advice on food safety, health and safety and environmental requirements and operating a vehicle safely to road regulations
  - manufacturer instructions for vehicle operations and cleaning
  - safety data sheets for cleaning chemicals
- relationships:
  - evidence of interactions with customers and supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISAD401 Buy seafood product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge to deal with seafood suppliers and buy product that meets food and trade regulations at a competitive price. It includes the ability to apply seafood product and market knowledge when communicating with suppliers, confirm product quality before buying and maintain records of communications and transactions.

This unit applies to individuals who identify and buy seafood product for customers from the most appropriate Australian suppliers, either through auction, direct purchase from fisher, cooperative or farm, or through an agent or wholesaler.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate with suppliers	1.1 Establish, maintain and conduct effective business communication with suppliers in a professional, courteous manner

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Apply current product and market knowledge in all communications with suppliers
2. Buy product	2.1 Identify product type and volume to be purchased, and select the most appropriate supplier and negotiate price 2.2 Confirm product quality before purchase to ensure that it meets the standards and specifications of the workplace food safety and quality assurance requirements 2.3 Maintain product identification from point and time of purchase to ensure workplace procedures for product recall can be effected
3. Maintain records	3.1 Maintain records of all communications with supplier according to workplace requirements 3.2 Establish, store and file records of transactions and product inspections according to customer requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Calculates gross margins, percentage mark-ups and discounts • Manipulates buying and selling margins to maintain profit margins
Reading	• Interprets information on market research through industry magazines and internet
Writing	• Corresponds in writing • Completes complex forms and records of communication, transactions and inspections
Navigate the world of work	• Works independently and collectively within broad parameters
Interact with others	• Adapts communication style and content, including personal, social and cultural factors, to build rapport with suppliers and negotiate competitive prices and quality product
Get the work done	• Manages risks around the safe purchase of seafood product

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Skill	Description
	• Uses a computer for managing communications, records and transactions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD401 Buy seafood product	SFIDIST401C Buy seafood product	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD401 Buy seafood product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has identified and bought seafood product from at least one Australian supplier on at least one occasion, including:

- communicating effectively when dealing with suppliers
- buying seafood that meets the needs of the customer for species, specifications and time of delivery, as well as meeting food safety and other trading requirements, and at a price that is competitive for the business
- using effective negotiation to establish price
- completing workplace records on product details, supplier communication and transaction.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- Australian seafood suppliers
- buying systems used by suppliers
- legislative requirements associated with purchasing, sales, storage and movement of seafood
- techniques used in business to:
  - establish and maintain networks
  - negotiate supply arrangements and seafood prices
  - maintain records of supplier communications and transactions
- market knowledge for the species, such as seasonal demand for species, prices and supply conditions
- product knowledge, including species recognition, quality, potential food safety hazards and specifications.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a direct or auction seafood supply setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - industry member directories
  - product to be inspected and sold
  - product specifications
  - recording systems
- specifications:
  - customer's requirements
  - workplace procedures for buying seafood product from Australian suppliers, including advice on meeting food safety and quality assurance requirements
- relationships:
  - evidence of interactions with suppliers.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISAD402 Analyse domestic seafood market opportunities

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge to analyse domestic markets for seafood products. It includes the ability to conduct a supply chain analysis, research existing and potential new market opportunities, interpret data, product specifications and standards, and record and present findings.

The unit applies to individuals who undertake domestic market analysis for seafood cooperatives, wholesale or retail outlets in establishing new domestic seafood buyers.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse existing domestic markets	1.1 Develop standardised criteria for evaluating domestic markets 1.2 Identify existing domestic markets for similar seafood products 1.3 Document a supply chain analysis of existing domestic markets in accordance with workplace procedures

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Identify new potential domestic markets	2.1 List potential domestic markets for seafood products 2.2 Source market information from a range of relevant data 2.3 Determine potential product specifications for each market 2.4 Undertake a supply chain analysis for identified potential markets as per requirements 2.5 Document logistics, regulatory costs and requirements from source 2.6 Communicate with buyers to confirm product interest and intent
3. Record, analyse and present relevant data	3.1 Present data gathered from market information and supply chain analysis in required format 3.2 Analyse relevant data against standardised criteria using appropriate technology 3.3 Present markets with the highest potential to key stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Calculates and estimates market characteristics from numerical data and statistical information
Reading	• Accesses sources of market information
Writing	• Records and synthesises relevant data into appropriate formats
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, in interactions with buyers • Adapts communication style and content, including personal, social and cultural factors, to build rapport with buyers
Get the work done	• Plans, monitors and manages relatively complex, routine and non-routine tasks, making adjustments as necessary • Uses computer technologies to analyse market and research data

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD402 Analyse domestic seafood market opportunities	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD402 Analyse domestic seafood market opportunities

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted an analysis to identify at least one potential domestic seafood market opportunity on at least one occasion, including:

- developing a criteria for evaluating domestic markets
- undertaking a supply chain analysis for existing and new markets
- researching and documenting information on domestic seafood market opportunities
- presenting information and data on the market with the highest potential.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- domestic seafood products and specifications
- domestic seafood supply chains
- domestic seafood markets
- regulatory costs and requirements of source
- cultural and social norms for communicating with domestic business owners.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - sources of domestic market information and data
  - technology for analysing market and research data.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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SFISAD403 Analyse international seafood market opportunities

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge to analyse international markets for seafood products. It includes the ability to conduct a supply chain analysis, research existing and potential new market opportunities, interpret international data and product specifications, and record and present findings.

The unit applies to individuals who undertake international market analysis for seafood cooperatives, wholesale or retail outlets in establishing new international seafood buyers.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse existing international markets	1.1 Develop standardised criteria for evaluating international markets 1.2 Identify existing international markets for similar seafood products 1.3 Document a supply chain analysis of existing international markets in accordance with workplace procedures

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Identify new potential international markets	2.1 List potential international markets for seafood products 2.2 Source market information from a range of relevant data 2.3 Determine potential product specifications for each market using appropriate product specifications 2.4 Undertake a supply chain analysis for identified potential markets 2.5 Document logistics, regulatory costs and requirements from source and target countries in the required format 2.6 Communicate with buyers to confirm product interest and intent
3. Record, analyse and present relevant data	3.1 Present data gathered from market information and supply chain analysis 3.2 Analyse relevant data against standardised criteria using appropriate technology 3.3 Present markets with the highest potential to key stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Calculates and estimates market characteristics from numerical data and statistical information
Reading	• Accesses sources of market information
Writing	• Records and synthesises relevant data into appropriate formats
Interact with others	• Selects and uses appropriate vocabulary, conventions and protocols, including technical language, in interactions with buyers • Adapts communication style and content, including personal, social and cultural factors, to build rapport with buyers
Get the work done	• Plans, monitors and manages relatively complex, routine and non-routine tasks, making adjustments as necessary • Uses computer technologies to analyse market and research data

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD403 Analyse international seafood market opportunities	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD403 Analyse international seafood market opportunities

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has conducted an analysis to identify at least one potential international seafood market opportunity on at least one occasion, including:

- developing a criteria for evaluating international markets
- undertaking a supply chain analysis for existing and new markets
- researching and documenting information on international seafood market opportunities
- presenting information and data on the market with the highest potential.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- international seafood products and specifications
- international seafood supply chains
- international seafood markets
- regulatory costs and requirements of both source and target countries
- cultural norms for communicating with buyers of the target country.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - sources of market information and data
  - technology for analysing market and research data.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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SFISAD404 Develop and provide information about seafood product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge to develop and deliver information about seafood product using the appropriate communication tools. It requires the ability to analyse existing product information, develop communication tools, deliver specific information and review for improvements.

The unit applies to individuals who develop and communicate information content about seafood products for seafood cooperative, wholesale or retail outlets.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Industry Sales and Distribution (SAD)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse existing product information	1.1 Source product information from a range of resources 1.2 Collate and summarise information relevant to the seafood product 1.3 Analyse and select appropriate communication tools for delivering product information

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Develop a strategy for communicating seafood information	2.1 Develop and present the seafood information and communication concept to senior personnel for feedback 2.2 Develop seafood information communication tools based on approved concept
3. Deliver a range of seafood product information	3.1 Convey sustainability credentials, including certification of the species, fishery or farming procedures 3.2 Communicate provenance of the product and fishing and/or farming methods 3.3 Describe handling, storage, preparation and recommended cooking techniques for the product 3.4 Explain health benefits and nutritional information of the product 3.5 Explain product comparisons against other products 3.6 Ensure seafood product information is effectively presented and complies with food legislative requirements, and forward to senior personnel
4. Seek feedback and implement improvements	4.1 Seek feedback on the quality of information through a range of evaluation methods 4.2 Collate, summarise and present feedback data and recommendations to senior personnel in the required format 4.3 Implement improvements based on approval from senior personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Analyses seafood numerical data and statistics
Reading	• Interprets, critically analyses and selects detailed product information
Writing	• Prepares and presents recommendations and feedback

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Skill	Description
Navigate the world of work	• Applies knowledge of food legislation relevant to seafood products • Works independently and collectively within broad parameters
Interact with others	• Adapts communication style to suit purpose
Get the work done	• Uses computer and digital display technology to prepare and convey information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISAD404 Develop and provide information about seafood product	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISAD404 Develop and provide information about seafood product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has developed and presented information for at least one seafood product on at least one occasion, including:

- researching, analysing and developing seafood product information material and communication tool
- relaying information about seafood product that complies with food legislative requirements, including:
  - sustainability
  - fishing and farming methods
  - provenance
  - handling, storage and preparation techniques
  - health and nutritional benefits
  - nutritional information
  - cooking methods
  - product comparison
- presenting concept and final product to senior personnel
- developing a feedback system and making adjustments to product information based on feedback.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- research techniques and sources used for developing product information
- product communication tools and techniques
- components of a communication strategy for products
- content used for developing seafood product information, including:

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  - product name
  - sustainability credentials
  - fishing and farming methods
  - product provenance
  - handling, storage and preparation techniques
  - product health benefits and nutritional information
  - cooking methods
  - product comparisons
- food legislation and regulations relevant to food labelling and marketing
- evaluation methods for improving seafood product information.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - sources of seafood product information
  - communication media, methods and tools
- specifications:
  - evidence of interactions with senior personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISTR201 Prepare, pack and dispatch non-live product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare, pack and dispatch fresh or frozen seafood product. It includes the ability to identify defective product, record and adjust temperature, and package, label and dispatch product to customer specifications so that it will arrive at its destination at the appropriate temperature in the best possible condition.

This unit applies to individuals who work under general supervision and undertake routine tasks in preparing, weighing and packing non-live seafood stock at seafood cooperatives and other businesses where product is accepted, weighed and packed for dispatch.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Storage (STR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare product	1.1 Fit and use personal protective equipment and clean workplace according to food safety and health and safety requirements before starting dispatch activities 1.2 Check product to be received against the specification for the species before weighing, and inspect for any signs of spoilage, defects and parasites 1.3 Identify and set aside defective product and notify supervisor 1.4 Weigh accepted product, allowing for drainage of liquid from fresh product, and record weight 1.5 Check and record identification and traceability of product in accordance with workplace procedures 1.6 Check and record the temperature of fresh and frozen product and if required take action to reduce the temperature
2. Pack product for dispatch	2.1 Prepare product according to customer specifications as required 2.2 Package product according to customer specifications and transport requirements and regulations 2.3 Check product packaging to ensure the product temperature remains at the required level until product is received by customer, taking into account possible delays that may occur 2.4 Label product, ensuring that original identification of the product can be easily established
3. Dispatch product	3.1 Complete and file dispatch forms for product taken to, or collected by, transport company 3.2 Measure and record temperature of fresh and frozen product before final dispatch 3.3 Notify customer of the time and place of product delivery and advise of consignment number or other means of identifying product
4. Complete post-packing tasks	4.1 Clean work area and dispose of waste materials safely according to workplace procedures and environmental requirements 4.2 Check and store equipment, making or reporting any repair requirements 4.3 Record relevant packing data, observations or information and report any abnormalities or non-compliances to supervisor

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates extensions of weight and price to give an accurate price of product • Interprets the readings of a thermometer
Reading	• Identifies requirements from basic order forms
Writing	• Records packing data and observations on forms legibly and accurately
Navigate the world of work	• Takes steps to develop skills and knowledge of non-live product
Interact with others	• Selects and uses appropriate terminology when communicating with personnel and customers
Get the work done	• Uses digital technologies including calculator and electronic scales

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISTR201 Prepare, pack and dispatch non-live product	SFISTOR205A Prepare, pack and dispatch non-live product	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISTR201 Prepare, pack and dispatch non-live product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has packed and dispatched a batch of fresh or frozen seafood stock on at least one occasion, including:

- assessing quality and weight of seafood product when received at the workplace
- fitting and using personal protective equipment
- safely and hygienically handling and packaging product for distribution by road, rail, ship or air
- arranging for and notifying customer of delivery
- monitoring and recording temperature of product
- maintaining accurate product tracking records and labelling
- identifying and reporting defective stock and/or abnormalities
- maintaining safe and clean work area and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- seafood or other aquatic species in accordance with Australian Fish Names Standard AS 5300-2015 and product types that are commonly transported non-live
- common defects, diseases and parasites, and degree of freshness spoilage pattern for non-live species
- safe procedures for manual handling and load shifting
- food safety and hygiene regulations and procedures, including:
  - temperature control
  - hygienic handling and preparation of seafood
  - personal and workplace hygiene
- relevant legislation relating to receiving and distributing seafood product.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood dispatch workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - calculator
  - data sheets for recording information
  - fish tubs or other transport containers
  - fresh and/or frozen seafood or other aquatic product
  - ice, and live seafood storage tanks
  - packaging materials
  - scales
  - thermometer or temperature recording devices
- specifications:
  - company specifications
  - stock order specifications
  - workplace procedures for packing and dispatching stock for live transport, including advice on food safety, health and safety, environmental and transport requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISTR202 Receive and distribute product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to receive, prepare and distribute seafood product. It includes the ability to weigh and pack seafood to customer specifications, undertake basic quality control and fill in labels and forms required for product distribution.

The unit applies to individuals who work under general supervision and undertake routine tasks in receiving, packing and distributing fresh, frozen or live seafood at seafood cooperatives and other businesses where product is accepted, weighed and packed for distribution.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Storage (STR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Receive product	1.1 Fit and use personal protective equipment and clean workplace

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	according to food safety and health and safety requirements before receiving product 1.2 Check product to be received against the specification for the species before weighing 1.3 Inspect product visually for any signs of spoilage, defects and parasites, and notify supervisor of defective product 1.4 Weigh accepted product, allowing for drainage of liquid from fresh product, and record weight 1.5 Check and record identification and traceability of product 1.6 Check, record and maintain the temperature of product according to food safety regulations
2. Prepare product for distribution	2.1 Prepare product according to customer specifications and food safety requirements 2.2 Set aside damaged and defective product for disposal by relevant personnel 2.3 Package product to customer specifications, ensuring that the requirements of the transport company and relevant food regulations are met 2.4 Check product packaging to ensure the product temperature remains at the required level until product is received by customer 2.5 Maintain the wellbeing of live product to ensure that it will remain alive until received by customer, if required 2.6 Label product according to relevant food regulations, ensuring that original identification of the product can be easily established
3. Distribute product	3.1 Complete and file appropriate dispatch forms for product taken to or collected by transport company 3.2 Measure and record temperature of fresh and frozen product before final dispatch to ensure compliance with food safety regulations 3.3 Measure and record temperature and water quality of live produce if required 3.4 Notify customer of the time and place of product delivery and advise of consignment number or other means of identifying product

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates extensions of weight and price to give an accurate price of product • Interprets the reading of a thermometer
Reading	• Identifies requirements from basic order forms, customer and workplace specifications
Navigate the world of work	• Takes steps to develop skills and knowledge of seafood products
Interact with others	• Selects and uses appropriate terminology when communicating with personnel and customers
Get the work done	• Uses digital technologies, including calculator and electronic scales

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISTR202 Receive and distribute product	SFISTOR202C Receive and distribute product	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISTR202 Receive and distribute product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has completed tasks in receiving, preparing and distributing a batch of seafood product on at least one occasion, including:

- fitting and using personal protective equipment
- preparing the workplace and self before receiving stock
- assessing quality and weight of seafood product when received at the workplace
- maintaining accurate product tracking records and labelling
- handling and packing product safely and hygienically
- arranging for and notifying customer of delivery
- monitoring, measuring and recording temperature of product
- identifying and reporting defective stock.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common damage, defects, diseases and parasites for species
- degree of freshness and spoilage pattern for the species
- features of seafood or other aquatic species in accordance with Australian Fish Names Standard AS 5300-2015 and product types
- product packaging requirements for live seafood product
- safe procedures for manual handling and load shifting seafood product
- labelling and recording requirements for packing and distributing seafood product
- relevant legislation relating to receiving and distributing seafood product:
- food safety and hygiene procedures, including:
  - temperature measurement and control
  - hygienic handling and preparation of seafood

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- personal and workplace hygiene.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood distribution workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - calculator
  - fish tubs
  - fresh, frozen and/or live seafood product
  - ice, live seafood storage tanks and packaging material
  - scales
  - thermometer or temperature recording devices
  - product packaging and labels
  - dispatch forms
- specifications:
  - customer specifications for product order
  - workplace procedures for receiving and distributing seafood product, including advice on food safety and work health and safety requirements
- relationships:
  - evidence of interactions with customer and relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISTR203 Assemble and load refrigerated product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to assemble and load refrigerated seafood product onto a transport unit. It includes the ability to undertake basic quality control, weigh and transfer product from a refrigerated unit into a transport unit and collect and check records and consignment documentation.

The unit applies to individuals who undertake routine tasks in transferring seafood product from fishing vessels, packing facilities or other production facilities onto a transport vehicle, rail or air freight under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Storage (STR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare transport unit	1.1 Receive and confirm work instructions for product loading

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements with supervisor 1.2 Check transport unit is clean, and refrigeration or insulation is operational and ready to accept refrigerated product
2. Assemble and check product	2.1 Select, check and fit personal protective equipment according to food safety and health and safety requirements 2.2 Check product temperature and labelling are accurate 2.3 Assemble product and palletise before loading, ensuring that product temperature is not compromised 2.4 Weigh product and record weight according to workplace procedures 2.5 Re-ice product after weighing to ensure correct temperature
3. Load product	3.1 Transfer product immediately from refrigerated storage into a refrigerated transport unit, in a manner that will ensure that the product and packaging are not compromised 3.2 Collect and check records of product quantity, identification codes, temperature, and consignment documentation 3.3 Return documentation to the supervisor at the workplace

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Counts product and containers accurately • Interprets the reading of a thermometer
Navigate the world of work	• Takes steps to develop skills and knowledge of refrigerated seafood products
Interact with others	• Communicates and reports operational and safety information to relevant persons • Selects and uses appropriate terminology when communicating with personnel and customers

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Skill	Description
Get the work done	• Recognises and responds to non-conforming product • Uses digital technologies, including electronic scales

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISTR203 Assemble and load refrigerated product	SFISTOR203C Assemble and load refrigerated product	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISTR203 Assemble and load refrigerated product

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has assembled and loaded a batch of refrigerated product onto a transport unit on at least one occasion, including:

- checking readiness of transport unit based on product loading requirements
- selecting and fitting personal protective equipment
- safely assembling and loading fresh and/or frozen product within safe temperature range
- checking and recording weights, container numbers and product identification
- collecting product records and consignment documentation for supervisor.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- product packaging and labelling requirements for seafood product
- safe procedures for manual handling and load shifting seafood product
- food safety and hygiene regulations and procedures, including:
  - temperature storage and handling requirements
  - personal, workplace and product hygiene
  - hygienic handling and transport of fresh and frozen products
- documentation requirements for loading and transferring refrigerated seafood products.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood product loading setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - personal protective equipment
  - consignment notes
  - fish tubs, cases, styrene boxes and cardboard boxes
  - fresh and/or frozen seafood product
  - ice
  - pallets
  - product labels
  - scales
  - thermometers
- specifications:
  - work instructions and workplace procedures for assembling and loading refrigerated seafood product, including advice on food safety and health and safety requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISTR204 Prepare, pack and dispatch stock for live transport

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare, pack and dispatch wild caught (fished), cultured or held seafood stock for live transport to other facilities. It includes the ability to prepare the packing container and equipment, prepare and handle livestock, use packaging material and complete post-dispatch tasks after dispatch. It does not include the transport of genetic material (unfertilised eggs, sperm, gonadal tissue and other tissue cultures).

This unit applies to individuals who undertake routine tasks in preparing, packing and dispatching seafood stock for live transport from fishing vessels, aquaculture, ornamental or live holdings under the direction of a supervisor.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Storage (STR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare transport container and equipment	1.1 Fit and use personal protective equipment and clean workplace according to food safety and health and safety requirements before preparing stock 1.2 Collect and check transport container and other equipment for serviceability 1.3 Repair, discard or replace sub-standard equipment in accordance with equipment specifications 1.4 Ensure transport container complies with transport requirements and regulations 1.5 Add transport water or substrate to appropriate quality and quantity
2. Prepare and treat stock for dispatch	2.1 Check stock against order specifications 2.2 Inspect stock for any signs of damage, defects, parasites and suitability for live transport 2.3 Identify and set aside defective stock and notify supervisor 2.4 Weigh and count accepted stock and record data 2.5 Prepare stock for transport in preparation container according to food regulations and transport requirements and regulations 2.6 Observe stock behaviour, lower stress and report abnormalities to supervisor
3. Pack stock	3.1 Introduce stock into transport container in a way to minimise stress 3.2 Monitor and adjust water quality or environmental conditions and stock condition according to species requirements during transport 3.3 Adjust amount of water or substrate to required level for species 3.4 Expel air and add oxygen to required level or check air holes according to local and export requirements 3.5 Apply cooling or heating according to species 3.6 Add anaesthetics and water conditioner as required
4. Dispatch stock	4.1 Check equipment, water quality factors and environmental conditions to ensure that stock will remain alive until received by customer 4.2 Seal transport container and label outside of container, ensuring that original identification of the product can be easily established

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.3 Take containers to loading bay for dispatch and make checks to ensure all back-up equipment and adequate spares are available during transport
5. Complete post-packing tasks	5.1 Clean work area and dispose of waste materials safely according to workplace procedures and environmental requirements 5.2 Check and store equipment, making or reporting any repair requirements 5.3 Record relevant packing data, observations or information, and report any abnormalities or non-compliances to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Measures volume and mass of stock
Reading	• Interprets basic order forms and specifications • Follows safe procedures for manual handling and load shifting
Writing	• Records packing data and observations on forms legibly and accurately
Navigate the world of work	• Takes steps to develop skills and knowledge of live stock
Interact with others	• Selects and uses appropriate terminology when communicating with personnel and customers
Get the work done	• Uses digital technologies, including calculator and electronic scales

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
SFISTR204 Prepare, pack and dispatch stock for live transport	SFISTOR204A Prepare, pack and dispatch stock for live transport	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISTR204 Prepare, pack and dispatch stock for live transport

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has packed and dispatched a batch of seafood stock for live transport on at least one occasion, including:

- fitting and using personal protective equipment
- preparing transport containers and equipment according to transport requirements
- observing and maintaining stock condition, water quality or environmental conditions
- preparing, treating and packing live stock for transport in a manner that considers order specifications and species' transport requirements
- maintaining observations records
- identifying and reporting defective stock and/or abnormalities
- maintaining safe and clean work area and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- seafood or other aquatic species and product types that are commonly transported live
- food regulations relevant to preparing, packing and dispatching livestock for transportation
- local and export regulations relating to packing live seafood stock
- specific seafood species' requirements for travel, including:
  - air or dissolved oxygen
  - humidity
  - light
  - moisture
  - substrate
  - temperature

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  - water (some species may be transported dry)
- transport, handling and packaging methods appropriate for the species
- common defects, diseases and parasites found in live seafood
- biosecurity risks and measures relating to packing and dispatching live seafood stock for transportation.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood dispatch workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - transport containers and equipment
  - water, substrate, equipment and resources required for preparation, packing and transport
  - stock for transport
  - post-packing equipment and resources
  - access to records media
- specifications:
  - stock order specifications
  - workplace procedures for packing and dispatching stock for live transport, including advice on food safety, health and safety, environmental and transport requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISTR301 Operate refrigerated storerooms

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to set up and manage cool rooms and freezer storage rooms for seafood products. It includes the ability to set up the storeroom to ensure correct air flow and product storage temperature, rotate and place stock to avoid cross-contamination, record stock and maintain the cleanliness and hygiene of the storeroom.

This unit applies to individuals who work under broad direction and operate and manage cool room and freezer storage rooms in seafood cooperatives and other businesses where products are held.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace. Licences may be required if operating load-shifting equipment, such as forklifts.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Storage (STR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Set up refrigerated storage rooms	1.1 Fit and use personal protective equipment and ensure storage room is clean according to food safety and workplace requirements 1.2 Place shelving or other appropriate material into refrigerated equipment rooms to ensure even flow of refrigerated air throughout room and between products 1.3 Check closing alarm system, lighting, and on and off switches to ensure systems are fully operational and safe working conditions within the closed room 1.4 Check air curtain or plastic strips across the door of the storage room are operational, to ensure minimal temperature fluctuations 1.5 Use temperature probes or temperature data loggers to check and record temperatures of the storage room 1.6 Report operational maintenance requirements to relevant personnel
2. Place product in refrigerated storage rooms	2.1 Place newly arrived product in the refrigerated storage rooms according to workplace procedures 2.2 Reduce temperature of warm product to required level before being placed in the refrigerated storage rooms 2.3 Store product on a 'first-in-first-out' basis, ensuring labels are intact, legible and visible 2.4 Set aside product without adequate labelling and report to the relevant personnel 2.5 Place and safely stack chilled or frozen product to ensure that correct air flow is maintained and product is kept at the required temperature 2.6 Store fresh product to ensure no cross-contamination occurs from one product to another
3. Maintain stock in refrigerated storage rooms	3.1 Check fresh product to ensure that there is sufficient ice mixed throughout and covering product 3.2 Collect and move potable ice using clean shovels and bins 3.3 Place product on shelving to avoid cross-contamination
4. Stocktake product	4.1 Check product for freshness and signs of spoilage, and dispose of unsatisfactory product according to workplace and environmental requirements 4.2 Enter count records on fresh product daily according to workplace

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 4.3 Make records on frozen product on a regular basis according to workplace requirements
5. Clean refrigerated storage rooms	5.1 Clean cool rooms using chemicals and equipment according to workplace cleaning and hygiene procedures 5.2 Sweep and keep tidy frozen storage rooms according to workplace cleaning procedures 5.3 Use methods to control vermin according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Identifies product weights for manual lifting purposes
Reading	• Interprets workplace procedures
Navigate the world of work	• Takes steps to develop skills and knowledge of product
Interact with others	• Selects and uses appropriate terminology when communicating with others
Get the work done	• Operates manual load-shifting equipment • Uses digital technologies, including temperature probes and data loggers

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFISTR301	SFISTOR301C	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
Operate refrigerated storerooms	Operate refrigerated storerooms	Standards for Training Packages	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISTR301 Operate refrigerated storerooms

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has set up and managed a refrigerated and freezer storeroom on at least one occasion, including:

- fitting and using personal protective equipment
- checking refrigerated air flow and storeroom systems are operational
- inspecting and removing product with spoilage and labelling faults
- safely placing and stacking product on a 'first-in-first-out' (FIFO) basis and in a manner to avoid cross-contamination
- maintaining stock freshness within safe temperature range
- keeping accurate records on fresh and frozen product
- maintaining hygienic refrigerated storage rooms.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- operation of refrigerated storeroom systems used for seafood stock
- temperature storage requirements of fresh and frozen product
- FIFO system of stock rotation
- safe working practices for cold and confined spaces, manual handling and load shifting
- relevant legislation relating to operating refrigerated storerooms
- food safety and hygiene regulations and procedures for operating refrigerated storerooms, including:
  - temperature control
  - hygienic handling and storage of fresh and frozen seafood
  - personal and workplace hygiene.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood refrigerated storage workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective equipment
  - chilled and fresh seafood, such as whole fish, fish fillets, opened raw oysters and cooked crustaceans
  - refrigerated storage room
  - freezer storage room and cartons of frozen product with different date-of-production labels
  - ice and ice-moving equipment
  - temperature recording devices
- specifications:
  - company specifications
  - stock order specifications
  - workplace procedures for setting and managing refrigerated storerooms, including advice on food safety and hygiene, health and safety, and environmental requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISTR302 Supervise storage of temperature controlled stock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to supervise the storage of temperature controlled seafood stock to ensure that it remains at safe levels. It includes the ability to check stock storage documentation and deal with storage problems.

The unit applies to individuals who are responsible for supervising the storage of temperature controlled stock in storage facilities at seafood processing, retail or wholesale outlets.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Seafood Storage (STR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage storage of stock	1.1 Identify stock requiring temperature control according to workplace and food safety requirements 1.2 Assign stock in correct storage areas to meet storage temperature

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and stock rotation requirements 1.3 Check that stock is stored in the assigned storage areas and storage information is documented according to workplace procedures 1.4 Communicate with the appropriate personnel to rectify problems with stock storage
2. Supervise temperature monitoring of stock	2.1 Select and use the required temperature monitoring equipment, including personal protective equipment 2.2 Check temperature of stock to confirm temperature is within required limits for stock 2.3 Inspect storage areas to confirm temperature is within range of stock types 2.4 Check storage time in temperature controlled storage areas against stock rotation requirements 2.5 Inspect stock temperature documentation has been maintained according to workplace and food safety requirements 2.6 Identify damaged stock and out-of-specification storage temperatures and determine causes 2.7 Communicate with appropriate personnel to rectify problems with temperature monitoring

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Reads instrumentation gauges
Reading	• Interprets workplace procedures and food safety legislative requirements
Interact with others	• Selects and uses appropriate terminology when communicating with personnel about storage requirements and problem rectification
Get the work done	• Uses digital technologies, including thermometers and temperature

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Skill	Description
	probes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFISTR302 Supervise storage of temperature controlled stock	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFISTR302 Supervise storage of temperature controlled stock

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has supervised the storage and temperature monitoring of temperature controlled seafood stock on at least one occasion, including:

- selecting and using personal protective equipment
- identifying storage temperature and rotation requirements for stock
- monitoring stock temperatures to ensure that they are within required temperature limits for product type and storage times
- checking that documentation has been maintained correctly
- identifying storage and temperature monitoring problems and communicating with the appropriate personnel to rectify problems.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- temperature controlled seafood storage facilities and their capacities
- temperature control requirements of seafood stock, including acceptable temperature ranges and consequences of failing to meet these ranges
- procedures for assigning designated storage areas for temperature controlled seafood stock according to product type and stock rotation requirements
- temperature monitoring techniques, including use of thermometers or other temperature measuring instrumentation and checking of documentation
- health and safety practices in working in temperature controlled storage facilities
- food safety and quality consequences of stock temperature control requirements not being met
- documentation used for recording and monitoring temperature controlled stock

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- effective communication techniques for rectifying storage problems with relevant personnel.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood controlled temperature storage facility or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - seafood stock requiring storage
  - temperature monitoring instruments
  - personal protective equipment
  - seafood stock handling and rotation systems
- specifications:
  - workplace procedures for monitoring seafood temperature controlled stock, including advice on health and safety, food safety and quality requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIVOP201 Comply with organisational and legislative requirements for vessel operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain records and monitor vessel operations according to organisational and statutory requirements. It includes the ability to identify and report non-compliances.

This unit applies to individuals who perform work associated with the use of vessels relating to cargo loading, unloading and securing, catering, contingency response services, marine engineering, fishing activities, maintenance of vessel, navigation of vessel, port operations, safety drills, sub-sea work with stock culture devices or diving, or towage. Vessel operations are subject to regulations, and therefore these individuals are required to maintain records and monitor operations to identity and respond to any non-compliances.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Vessel Operations (VOP)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain vessel operational records	1.1 Complete records clearly, concisely, accurately and in the required format and convention to meet record keeping objectives for assigned vessel work level of responsibility 1.2 Undertake corrections to records to maintain their validity, as required 1.3 Follow procedures for maintaining security and confidentiality in record keeping 1.4 Follow information technology back-up procedures according to workplace procedures 1.5 Distribute records and reports to the required authority at appropriate times and places 1.6 Ensure duration and method of storage complies with statutory and workplace requirements
2. Monitor vessel operations according to organisational and legislative requirements	2.1 Follow procedures for monitoring vessel operations and maintenance against regulatory requirements 2.2 Make regular checks and inspections to equipment and to the area of direct responsibility 2.3 Identify and report situations leading to potential non-compliance and take timely remedial action to ensure compliance with legislative requirements, within area of responsibility 2.4 Provide accurate and timely advice to others on the legitimacy of operations 2.5 Identify and report failure of personnel to comply with procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Completes numerical requirements of forms
Reading	• Interprets workplace procedures, compliance and legislative/regulatory information
Navigate the world of	• Follows workplace procedures and regulatory requirements relevant to own role and responsibilities

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Skill	Description
work	• Understands main tasks, responsibilities and boundaries of own role
Interact with others	• Exchanges compliance, workplace and legislative information with others • Selects and uses appropriate terminology and questions when communicating with others
Get the work done	• Accesses and interprets data and information systems • Uses information technology for record keeping

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIVOP201 Comply with organisational and legislative requirements for vessel operations	SFISHIP201C Comply with organisational and legislative requirements	Updated to meet Standards for Training Packages Title change and minor changes to elements for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIVOP201 Comply with organisational and legislative requirements for vessel operations

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has maintained records and monitored vessel operations according to organisational and statutory requirements on at least one occasion, including:

- completing and distributing accurate records for assigned vessel work responsibilities to relevant personnel or authority
- maintaining security and back-up of completed records
- monitoring operations and equipment within area of responsibility
- identifying issues and problems with non-compliance, and applying the appropriate procedures for addressing these.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant local governing obligations and regulations related to assigned vessel work responsibilities
- entitlement or authorisations to view records of vessel operations
- principles of record keeping, including importance of maintaining accurate records
- workplace procedures relating to legislative requirements for vessel operations, including dealing with non-compliance
- personal and corporate penalties for non-compliance relating to vessel operations.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a vessel operation setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - workplace record keeping system
  - equipment to check/inspect
- specifications:
  - workplace procedures relating to vessel operations, record keeping to comply with statutory requirements, and responding to non-compliance
  - access to legislation and regulations relating to vessel operations
- relationships:
  - evidence of interactions with team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIVOP202 Contribute to safe navigation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to assist the officer of the watch to safely navigate the vessel and conduct a watch in sole charge of a vessel. It requires the ability to maintain and exchange a watch, monitor the vessel and weather, communicate with crew members and seek and clarify advice when required.

This unit applies to individuals who navigate small vessels as used in aquaculture or fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences will be required to operate a vessel.

Licencing and regulatory requirements apply to this unit. Users are required to check with the relevant maritime authority for requirements.

Pre-requisite Unit

Nil

Unit Sector

Vessel Operations (VOP)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Perform exchange of watch	1.1 Check information required for exchange of watch, including identification of any safety risks, is complete, accurate and relevant to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	both personnel and existing circumstances 1.2 Perform handover and relief of watch according to principles and procedures of watchkeeping 1.3 Clarify watch information or instructions that are unclear or ambiguous
2. Contribute to the navigational watch	2.1 Ensure displayed or given lights, shapes and sound signals conform with regulatory requirements 2.2 Maintain lookout at all times according to principles and procedures of watchkeeping 2.3 Provide clear and concise reports and exchanges of navigational information, including reporting any safety risks and hazards 2.4 Monitor traffic, the vessel, weather watchkeeping and hazards with appropriate frequency and intensity 2.5 Ensure frequency and degree of performance checks to navigational equipment comply with skipper requirements
3. Manoeuvre the vessel during watch	3.1 Make manoeuvres to safely progress the planned voyage and comply with received instructions 3.2 Operate engine control systems to progress planned passage and complement helm movements 3.3 Steer course steadily within acceptable limits of area of navigation and existing state of aquatic environment 3.4 Ensure course alterations are smooth and controlled with minimal over shoot 3.5 Ensure communication is clear, concise and acknowledged at all times 3.6 Change steering modes according to operating instructions, area, wind and state of aquatic environment, and marine notices 3.7 Maintain vessel steering systems within safe operating limits during normal manoeuvres

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Interprets navigational data and vessel control information
Reading	• Identifies buoyage and navigational marks from charts • Reads meteorological information and instruments
Navigate the world of work	• Follows workplace procedures and safe vessel operating requirements relevant to own role and responsibilities • Understands main tasks, responsibilities and boundaries of own role
Interact with others	• Selects and uses appropriate terminology and questions when communicating with others
Get the work done	• Implements standard solutions for routine navigational problems • Accesses and interprets vessel system controls and indicators

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIVOP202 Contribute to safe navigation	SFISHIP202C Contribute to safe navigation	Updated to meet Standards for Training Packages Amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIVOP202 Contribute to safe navigation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has assisted in conducting a navigational watch on a small vessel on at least one occasion, including:

- applying the correct handing over and taking over procedures, including exchanging of information
- monitoring environment, vessel and hazards during the watch
- using clear and concise communication when reporting and exchanging navigational information with others
- performing basic navigation, monitoring, vessel control and manoeuvres to ensure the safety of a vessel.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and procedures relating to:
  - basic meteorology sufficient to recognise imminent change in the weather and assist in reading meteorological instruments
  - echo sounding equipment
  - nautical terminology and the methods of reporting
  - identification of sources of information
  - operation of radar equipment
  - responsibilities of a look out
- buoyage and navigation mark lights and top marks
- buoyage and navigation mark sound signals sufficient for them to be recognised
- classes of and responsibilities between vessels
- distress signals

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- give way and stand on rules
- sound signals
- negotiating buoyage in narrow waters
- negotiating traffic
- procedures relating to:
  - assessing the risk of collision by sight and radar
  - bridge communications
  - bridge control failure
  - emergency manoeuvres
  - emergency steering systems
  - occasions when convention is to seek assistance
  - use of helm and engines
  - use of operational controls on an auto pilot
- information relating to:
  - bridge procedures guides
  - relevant regulations and guidelines.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture or fishing operations workplace where small vessels are used, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - operational vessel with the range of navigation and communication equipment
  - facilities for negotiating buoyage systems and traffic
- specifications:
  - workplace procedures for navigating small vessels.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIVOP203 Operate a small vessel

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare, operate, maintain, store and secure small vessels within range of ready assistance and isolated from heavy boating traffic and navigational hazards. The operation is restricted to the basic use, manoeuvring and loading of the vessel. It does not include interaction of the vessel with boat traffic or other hazards.

This unit applies to individuals who operate small vessels for aquaculture and fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Licencing and regulatory requirements apply to this unit. Users are required to check with the relevant maritime authority for requirements.

Pre-requisite Unit

Nil

Unit Sector

Vessel Operations (VOP)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare the small vessel for use	1.1 Identify and address factors that may compromise vessel safety in the work plan and the operation of the vessel

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Check all essential safety equipment, including personal protective equipment and spares required for area of operation and intended work, for presence and serviceability 1.3 Load vessel according to manufacturer instructions and work tasks
2. Operate a small vessel	2.1 Maintain vessel stability within safety limits and weather conditions by establishing a low centre of gravity and securing and stowing loads 2.2 Operate vessel safely at all times and in area of operation confined to limits of restricted area 2.3 Manoeuvre vessel safely using appropriate means to complete planned work tasks
3. Store and secure a small vessel and equipment	3.1 Secure, maintain and store vessel after use according to workplace procedures 3.2 Store perishables to minimise wastage and spoilage 3.3 Store fuels to minimise environmental and fire hazards 3.4 Repair unserviceable equipment and spares or remove for repair or replacement according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Makes simple calculations relating to distance, fuel range, and operational and speed limits
Reading	• Interprets manufacturer operational and loading specifications and the use-by date of flares
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role
Interact with others	• Identifies and communicates operational and safety observations to relevant persons according to workplace requirements • Selects and uses appropriate terminology and questions when

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Skill	Description
	communicating with others about the work plan and requirements
Get the work done	• Implements standard solutions for routine problems • Uses tools, equipment and resources dedicated to vessel operation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIVOP203 Operate a small vessel	SFISHIP206C Operate a small vessel	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIVOP203 Operate a small vessel

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely operated a small vessel on at least one occasion, including:

- identifying and dealing with conditions that may affect vessel performance and safety
- carrying out pre-operational checks on vessel and equipment, including personal protective equipment
- applying the appropriate loading methods for vessel and work tasks
- operating the vessel within operational limits whilst engaged in work tasks
- securing and carrying out routine maintenance on vessel before storing.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- impact of wind and current on aquatic/sea conditions and the effect on small vessels
- pre-departure safety checks of propulsion system, vessel and safety equipment
- vessel loading specifications and their location, including:
  - effect of a shift in cargo on stability
  - effect of load distribution on centre of gravity
  - effect of overloading and poor stability practices
- positive buoyancy in relation to small vessels
- operational controls of small vessel
- routine maintenance and storage procedures for small vessel and equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an aquaculture or fishing operations workplace where small vessels are used, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - fully operational vessel powered by an outboard motor
  - safety equipment and spares
  - personal protective equipment
  - loads (cargo, catch or harvest, monitoring equipment or passengers)
- specifications:
  - workplace procedures for operating a small vessel
  - manufacturer instructions for operating and maintaining a vessel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIVOP204 Operate and maintain outboard motors

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform operational checks and maintain outboard motors and diagnose and rectify basic faults. It includes the ability to perform pre-start checks, change fuel and oil filters, and identify and rectify fuel-related and propulsion faults.

This unit applies to individuals who perform operational checks and maintain the outboard motors of small vessels used in aquaculture and fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety and environmental regulations, legislation and standards that apply to the workplace. Licences will be required to operate a vessel.

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

Pre-requisite Unit

Nil

Unit Sector

Vessel Operations (VOP)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Operate outboard motors	1.1 Select and fit personal protective equipment according to health and safety requirements 1.2 Perform pre-start checks on the motor according to manufacturer

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	instructions and workplace procedures 1.3 Check outboard motor cooling systems for operation 1.4 Start and stop outboard motors using electric or pull start 1.5 Use outboard motor controls to manoeuvre a vessel both ahead and astern, and to port and starboard 1.6 Operate trim and tilt mechanisms according to manufacturer instructions
2. Maintain outboard motors	2.1 Change fuel filters and maintain fuel quality according to manufacturer instructions 2.2 Maintain electrical systems to ensure reliable electrical supply 2.3 Flush water from the internal and external parts of the outboard motor using the appropriate tools and fresh water, keeping water away from sensitive equipment 2.4 Check and change engine and gearbox oil, and lubricate according to manufacturer instructions 2.5 Secure and check engine mounting gear as required
3. Identify and rectify basic outboard motor faults	3.1 Identify and rectify operating difficulties caused by fuel-related factors according to manufacturer instructions and environmental requirements 3.2 Service outboard engines that were immersed 3.3 Identify and rectify outboard motor propulsion faults according to manufacturer instructions and health and safety requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Calculates fuel to oil ratios or uses tables to find and add correct volume of lubricating oil • Estimates fuel consumption and time at turning points

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Skill	Description
Reading	• Reads and selects information from troubleshooting charts
Navigate the world of work	• Understands main tasks, responsibilities and boundaries of own role
Interact with others	• Identifies and communicates operational and safety observations to relevant persons according to workplace requirements • Selects and uses appropriate terminology and questions when communicating with others about operating and maintenance requirements
Get the work done	• Uses tools, equipment and resources dedicated to outboard motor maintenance and operation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIVOP204 Operate and maintain outboard motors	SFISHIP207C Operate and maintain outboard motors	Updated to meet Standards for Training Packages Amendment to element for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIVOP204 Operate and maintain outboard motors

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely checked and maintained at least one outboard motor of a small vessel on at least one occasion, including:

- performing operational checks, including:
  - pre-start
  - starting and stopping the motor
  - all controls
- performing basic maintenance on an outboard motor, including changing fuel and oil filters and checking mounting gear
- diagnosing and using the appropriate procedure to rectify fuel and propulsion faults

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety requirements for operating and maintaining an outboard motor
- procedures for operating and maintaining an outboard motor, including:
  - battery connection
  - marine pollution (MARPOL) requirements
  - indicators of engine faults
  - outboard motor cooling systems
  - outboard motor fuel systems
  - outboard motor lubrication systems
  - troubleshooting techniques
- manufacturer instructions for outboard motors.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture, fishing operations or fisheries compliance workplace where vessels with outboard motors are used, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - fully operational small vessel powered by an outboard motor
  - personal protective equipment
  - tools and equipment for maintaining outboard motors
  - consumables, materials, parts and resources
- specifications:
  - workplace procedures for operating and maintaining small vessels with outboard motors
  - manufacturer instructions for operating, maintaining and troubleshooting outboard motors.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIVOP205 Prepare for vessel maintenance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare the resources and work area prior to maintenance of marine mechanical plant and systems, including auxiliary machinery, propulsion plant and service systems, such as liquefied petroleum gas, fire hoses and associated pipework and fittings.

This unit applies to individuals who maintain marine mechanical plant and systems on small vessels used for aquaculture and fishing operations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Vessel Operations (VOP)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and prepare resources	1.1 Check required materials correspond to the quantity and type against work instructions 1.2 Ensure selected equipment is serviceable and of the type and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	quantity required to carry out the specific task 1.3 Report any restrictions and variances to resources that may impede maintenance progress or require contingency or emergency response to supervisor 1.4 Handle, store and secure material and equipment according to workplace procedures and health and safety requirements
2. Identify and prepare the work area	2.1 Prepare work area against the operational requirements of the work instruction 2.2 Confirm work area, machinery and equipment as being safe for work to proceed according to regulatory, health and safety and workplace requirements 2.3 Ensure work area is accessible and free from obstruction for receiving and storing materials and resources needed for the work to proceed 2.4 Confirm specifications, containment strategies, plans, materials and equipment are available at the workplace according to schedule and workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Calculates and measures quantities of materials
Reading	• Interprets maintenance requirements from work instructions • Interprets regulatory on-board requirements
Writing	• Completes workplace records on materials, equipment and health and safety checks
Navigate the world of work	• Follows workplace procedures and safety requirements relevant to own role and responsibilities • Understands main tasks, responsibilities and boundaries of own role

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Skill	Description
Interact with others	• Communicates about operational and safety observations with relevant persons according to workplace requirements • Selects and uses appropriate terminology and questions when communicating with others about plant and equipment maintenance requirements
Get the work done	• Makes routine decisions to correct simple and familiar problems • Identifies and prepare tools, equipment and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIVOP205 Prepare for vessel maintenance	SFISHIP211C Prepare for maintenance	Updated to meet Standards for Training Packages Title change and minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIVOP205 Prepare for vessel maintenance

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has prepared the resources and work area for vessel maintenance on at least one occasion, including:

- checking required materials are available for specified tasks
- checking equipment and machinery are functional and safe to use
- identifying and reporting any safety and/or faults with resources
- preparing and confirming area to be worked on in a suitable and safe condition to commence maintenance
- storing resources and dismantling machinery and systems in the work area.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- regulatory and health and safety requirements as they apply on-board vessels, including:
  - code of safe working practices
  - entry into confined spaces
  - environmental protection
  - good vessel-keeping practices
  - guarding of machinery
  - isolating systems
  - lifting equipment
  - marine safety regulations
  - personal protective equipment
  - safe movement on-board ship
- hazards and the precautions necessary to minimise risk associated with:

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  - the work area, including consumables, the environment, and tools and maintenance equipment
  - preparing resources for maintenance
  - maintenance work
- preferred resources, their availability and acceptable alternatives
- procedures to apply when resources vary from maintenance requirements
- strategies to minimise safety and environmental risks when preparing for maintaining vessels and their equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a vessel maintenance area of an aquaculture or fishing operations workplace, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - maintenance tools and equipment
  - operational machinery and equipment
  - safety equipment
  - materials, spares and consumables
- specifications:
  - service equipment and maintenance instructions
  - workplace procedures for maintaining marine mechanical plant and systems
  - manufacturer instructions for operating and servicing marine mechanical plant and systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIWHS201 Meet workplace health and safety requirements

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to work safely and participate in workplace health and safety processes in the seafood industry environment.

This unit applies to individuals who require knowledge of workplace health and safety to carry out their own work under routine supervision. They work in known contexts dealing with routine tasks and a limited range of predictable problems.

All work must be carried out to comply with workplace procedures, in accordance with state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Work Health and Safety (WHS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to work safely	1.1 Locate and interpret information on workplace health and safety related to work area 1.2 Identify workplace health and safety responsibilities in the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	workplace 1.3 Identify hazards, including contamination hazards and biosecurity risks, in the work area 1.4 Take action to control risks related to own safety 1.5 Report other hazards and risks to supervisor 1.6 Carry out pre-start checks on tools and equipment according to workplace procedures
2. Conduct work safely	2.1 Use personal protective equipment correctly 2.2 Follow work procedures and work instructions to ensure safe work 2.3 Report incidents and injuries to supervisor 2.4 Undertake workplace health and safety housekeeping in work area 2.5 Identify own levels of stress and fatigue to ensure ability to work safely and sustainably
3. Participate in workplace health and safety activities	3.1 Contribute to workplace meetings, workplace inspections and other workplace health and safety consultative activities 3.2 Raise workplace health and safety issues with designated personnel in line with workplace policies and procedures 3.3 Contribute to improving workplace health and safety systems and processes
4. Follow emergency response procedures	4.1 Identify and report emergency situations 4.2 Follow workplace procedures when responding to emergencies or drills

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Accesses and follows information in standard workplace procedures, work instructions and emergency procedures

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Skill	Description
Oral communication	• Provides accurate descriptions of hazards, risks, incidents and injuries to supervisor
Navigate the world of work	• Understands tasks and responsibilities required for complying with WHS in the workplace

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIWHS201 Meet workplace health and safety requirements	SFICORE106B Meet workplace OHS requirements	Updated to meet Standards for Training Packages Revised title Amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIWHS201 Meet workplace health and safety requirements

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- followed workplace instructions to safely carry out at least three work tasks performed as part of their work responsibilities, including:
  - identifying hazards and reporting risks to supervisor
  - controlling risks related to own safety
  - supporting others to work safely
  - using required personal protective equipment
- contributed to a minimum of two workplace health and safety activities
- identified requirements for a minimum of two types of emergency situations that may occur in a seafood industry environment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisation policies and procedures relevant to own work
- common workplace hazards that occur in a seafood industry environment, including those caused by:
  - manual tasks
  - hazardous chemicals
  - machinery and equipment
  - extreme temperatures
  - noise
  - slips, trips and falls
  - spills

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  - chemicals and medicines
  - sharps
  - aquatic animal bites, envenomation, scratches
- controls to eliminate hazards typical in the seafood industry environment
- personal protective equipment, including:
  - clothing and footwear
  - face and eye protection
  - hand protection
  - head protection
  - hearing protection
  - respiratory protection
- typical workplace safety signs found in a seafood industry environment
- personal hygiene and hand washing
- signs of personal stress and fatigue and potential to affect safe work
- typical emergency situations that may occur in a seafood industry environment:
  - serious injury events
  - events requiring evacuation
  - fires and explosions
  - hazardous substance and chemical spills
  - explosion and bomb alerts
  - internal emergencies, such as loss of power or water supply and structural collapse
  - external emergencies and natural disasters, such as flood, storm and traffic accident
- workplace health and safety roles and responsibilities of employees, supervisors and managers in the workplace.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or a simulated environment that accurately reflects workplace conditions
- resources, equipment and materials:
  - equipment and resources appropriate to work undertaken in a seafood industry environment
- specifications:
  - relevant workplace policies and procedures that include advice on workplace health and safety requirements
- relationships:
  - evidence of interactions with supervisor and team members.

Assessor of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIWHS301 Contribute to workplace health and safety processes

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan, support and contribute to work health and safety processes in a seafood industry environment.

This unit applies to individuals who have responsibility for maintaining and contributing to compliance with workplace health and safety as part of their role, including duty of care for other workers. They work under broad direction, take responsibility for their own work, solve routine problems and use discretion and judgement in the use of available resources.

All work must be carried out to comply with workplace procedures, in accordance with state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Work Health and Safety (WHS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and conduct work safely	1.1 Locate and access workplace health and safety information relevant to own work role 1.2 Plan work according to workplace health and safety legislation,

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	industry standards, codes of practice/compliance codes, and workplace policies and work procedures 1.3 Identify hazards, including signs of common aquatic animal diseases, and report to supervisor 1.4 Address identified hazards and select risk controls prior to starting work 1.5 Report incidents and injuries according to workplace procedures 1.6 Undertake workplace health and safety housekeeping in work areas 1.7 Monitor own levels of stress and fatigue to ensure ability to work safely and sustainably
2. Support others to work safely	2.1 Provide information on safe work practices and procedures to members of the workgroup 2.2 Check workplace health and safety practices of less experienced members of the team 2.3 Provide guidance to less experienced members of the team to support them in working safely 2.4 Provide support to members of the team to accurately record incidents and complete relevant workplace documentation
3. Contribute to work health and safety participative processes	3.1 Raise workplace health and safety issues in line with organisation procedures within prompt timeframes 3.2 Contribute to workplace meetings, workplace inspections or other consultative activities in a constructive manner to improve safety 3.3 Encourage workgroup members to work safely 3.4 Apply knowledge of the roles and responsibilities of health and safety representatives and workplace health and safety committees
4. Contribute to hazard identification, work health and safety risk assessment and risk control activities	4.1 Check workplace for hazards using itemised checklists 4.2 Make contributions to risk assessments 4.3 Report identified hazards and inadequate risk controls 4.4 Provide input to develop and implement control measures
5. Participate in the control of emergency situations	5.1 Identify emergency signals and alarms, and respond to them appropriately 5.2 Take action, within scope to control and confine emergency or

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	take action in drills, accounting for the nature and scope of the emergency, within scope of role

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets workplace and legislative documentation
Writing	• Accurately completes workplace health and safety checklists and documentation
Oral communication	• Discusses workplace health and safety issues with team members and supervisor • Presents information using language appropriate to audience • Collaborates with others to achieve joint outcomes
Get the work done	• Keeps up-to-date on changes to legislation relevant to own role

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIWHS301 Contribute to workplace health and safety processes	Not applicable	New unit	No equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIWHS301 Contribute to workplace health and safety processes

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- planned and conducted a minimum of two workplace health and safety tasks performed as part of their work responsibilities, including:
  - following relevant workplace health and safety legislation, standards, codes of practice
  - identifying and reporting hazards to supervisor
  - selecting and implementing appropriate risk controls
  - carrying out workplace health and safety housekeeping tasks
- supported at least two workgroup members to work safely
- contributed to at least one workplace health and safety meeting or participative process
- demonstrated awareness of how to respond to at least one emergency situation or drill that may occur in a seafood industry environment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic hazard identification procedures, including workplace inspections and review of workplace data
- common hazards that occur in a seafood industry environment, including those caused by:
  - manual tasks
  - hazardous chemicals
  - machinery and equipment
  - extreme temperatures
  - noise
  - slips, trips and falls

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  - spills
  - chemicals and medicines
  - sharps
  - aquatic animal bites, envenomation, scratches
- relevant state/territory workplace health and safety legislation, regulations, industry standards, codes of practice/compliance codes
- basic methods used in the prevention and control of common zoonotic diseases
- basic risk control measures, including:
  - personal protective equipment requirements, including use, storage and maintenance
  - personal hygiene and hand washing
  - workplace health and safety housekeeping
- safety signs and their meanings, including:
  - dangerous goods class signs
  - emergency equipment
  - personal protective equipment
  - specific hazards, including sharps and radiation
- roles and responsibilities of health and safety representatives and workplace health and safety committees
- workplace health and safety information within the workplace
- external sources of workplace health and safety information
- standard emergency signals, alarms and required responses
- types of emergencies that occur in a seafood industry environment
- the legal rights and responsibilities of the workplace parties.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or a simulated environment that accurately reflects workplace conditions
- resources, equipment and materials:
  - equipment and resources appropriate to work undertaken in a seafood industry environment
- specifications:
  - relevant workplace policies and procedures
  - current workplace health and safety legislation and regulations
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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SFIXSI101 Apply basic seafood handling and safety practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to handle and store seafood and aquatic products according to workplace requirements and the food safety program.

The unit applies to individuals who handle and store seafood products destined for human consumption across all seafood industry sectors, with the exception of pearls or ornamentals.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Cross Sector (XSI)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify hazards and risks to seafood and aquatic products	1.1 Identify and assess key food safety hazards and risks associated with the individual work area or area of responsibility according to workplace procedures 1.2 Report and control hazards and risks according to workplace

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedures
2. Follow hygiene standards and practices	2.1 Maintain personal, place and product hygiene according to workplace procedures 2.2 Maintain the workplace in a clean and tidy condition according to food safety and workplace health and safety procedures
3. Handle and store seafood and aquatic products	3.1 Handle and store seafood and aquatic products in a manner that avoids damage, meets hygiene standards, avoids contamination and maintains the quality of the product 3.2 Store seafood and aquatic products at the temperature required to safely maintain the product in optimal condition and freshness
4. Follow the workplace food safety program	4.1 Ensure all work activities conform to the requirements of the approved workplace food safety program 4.2 Identify, evaluate, report, control and monitor areas of risk in the work area within the workplace 4.3 Take corrective actions within the scope of responsibilities to minimise risk according to the workplace food safety program 4.4 Report risks beyond control to the appropriate personnel 4.5 Complete records according to workplace requirements and work responsibility

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Recognises basic workplace safety signs and symbols
Writing	• Records basic data on proformas
Numeracy	• Interprets basic numerical data related to following food safety quality and hygiene procedures
Navigate the world of	• Understands tasks and responsibilities required for performing own role in the workplace

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Skill	Description
work	
Interact with others	• Asks basic questions to clarify understanding or seek further information to confirm task requirements
Get the work done	• Follows basic product and process quality requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIXSI101 Apply basic seafood handling and safety practices	SFICORE101C Apply basic food handling and safety practices	Updated to meet Standards for Training Packages Revised title to better reflect outcomes Unit sector revised	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIXSI101 Apply basic seafood handling and safety practices

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has applied basic food handling and safety practices to seafood and/or aquatic products on at least one occasion, including:

- inspecting the work area to identify any common seafood and/or aquatic product food safety hazards and associated risks
- applying personal and workplace hygiene while handling seafood and/or seafood product
- handling and storing seafood and/or aquatic product safely
- applying the requirements of the workplace food safety program to area of work
- completing recording and reporting requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic food safety principles and requirements for seafood and/or aquatic products
- common hazards and sources of contamination in area of work
- workplace hygiene and food safety procedures
- personal hygiene practices and clothing requirements relevant to area of work
- legal and regulatory requirements relevant to seafood production, storage, handling and packaging relevant to area of work
- workplace health and safety requirements in maintaining a safe work environment
- key requirements of the food safety plan
- own responsibilities within the workplace food safety plan
- workplace food safety recording and reporting requirements
- sources of information on food safety and personal hygiene requirements.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - equipment and tools for applying basic food handling and safety practices
  - personal protective equipment suitable for applying basic food handling and safety practices
  - template reports and documents for applying basic food handling and safety practices
- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - workplace food safety program
  - workplace procedures for applying basic food handling and safety practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIXSI102 Communicate in the seafood industry

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to communicate in the seafood industry. It includes the ability to read and interpret instructions, locate information, participate in workplace discussions and record workplace data that requires the calculation of workplace measures.

The unit applies to individuals who work in the seafood industry and perform a range of routine and predictable activities that require fundamental communication skills in a defined context under the direction of a supervisor.

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

Pre-requisite Unit

Nil

Unit Sector

Cross Sector (XSI)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Perform routine workplace duties following simple written notices	1.1 Read and interpret written workplace notices 1.2 Follow routine written instructions or procedures in sequence 1.3 Seek clarification when any instruction or procedure is not understood

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Interpret written material	2.1 Locate specific information relevant to work purpose 2.2 Interpret key written information relevant to work purpose
3. Follow simple spoken messages	3.1 Listen to and interpret spoken information 3.2 Follow instructions or procedures in appropriate sequence for task and according to information received 3.3 Seek clarification when instruction or procedure is not understood
4. Participate in team discussion	4.1 Attend team meetings according to scheduled time 4.2 Express own opinions clearly and listen to those of others without interruption 4.3 Conduct discussion with others in a courteous manner appropriate to audience and cultural background 4.4 Ask and respond to questions about simple routine workplace procedures and matters concerning conditions of employment
5. Complete work related documents	5.1 Complete forms relating to conditions of employment accurately and legibly 5.2 Complete forms documenting routine tasks accurately and legibly
6. Estimate, calculate and record routine workplace measures	6.1 Make estimates of routine workplace measures 6.2 Calculate routine workplace measures using basic arithmetic processes 6.3 Record workplace data on workplace forms and documents 6.4 Identify and rectify errors in recording information on forms and documents

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Navigate the world of	• Identifies, with guidance, main tasks, rights and responsibilities of own role

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Skill	Description
work	• Meets a limited range of explicit workplace conventions and protocols
Interact with others	• Recognises basic values, beliefs and cultural expectations of others
Get the work done	• Recognises and seeks guidance to correct simple problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIXSI102 Communicate in the seafood industry	SFICORE103C Communicate in the seafood industry	Updated to meet Standards for Training Packages Unit sector revised Minor amendments to elements and performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIXSI102 Communicate in the seafood industry

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has applied basic communication techniques in the workplace, including:

- completing at least three day-to-day routine tasks in the workplace complying with instructions and displayed work-related notices
- participating effectively in one workplace discussion
- completing a work-relevant form that includes the estimation and calculation of a workplace measure.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- communication procedures, systems and technology relevant to the workplace and the individual's work responsibilities
- different communication styles
- barriers to communication
- forms used in the workplace
- basic mathematical processes of addition, subtraction, division and multiplication, and estimating measures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - notices commonly found in the workplace
  - simple forms and documents
- specifications:
  - instructions or procedures for routine tasks
  - tasks or activities requiring calculation of routine data and recording of basic information
- relationships:
  - evidence of interactions with supervisor and team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIXSI201 Work effectively in the seafood industry

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to work in an effective and environmentally sustainable manner in the seafood industry. It includes the ability to identify environmental hazards and sustainable resources, be familiar with species, products and equipment, work productively, and identify own learning needs.

The unit applies to individuals who perform a defined range of routine and predictable activities, individually or as part of a team or workgroup, in any sector of the seafood industry.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Cross Sector (XSI)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in environmentally	1.1 Apply knowledge of environmental hazards and risks appropriate to own work area and level of responsibility

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
sustainable work practices	1.2 Carry out activities according to key requirements of environmental legislation, regulations, procedures and codes of practice appropriate to the individual's work area and level of responsibility 1.3 Identify and respond to environmental hazards and risks relevant to the specific work being undertaken 1.4 Apply sustainable resource principles and practices consistent with the task and level of responsibility in all work activities
2. Apply knowledge of seafood species, products and equipment	2.1 Recognise seafood species and products visually or from a verbal or written description in order to carry out routine activities for own workplace 2.2 Recognise equipment and resources visually or from a verbal or written description in order to carry out routine work activities
3. Contribute to a productive work environment	3.1 Carry out work consistent with workplace agreements, key statutory requirements and workplace policies and procedures 3.2 Share information and skills relevant to work with co-workers 3.3 Recognise problems and conflict, and resolve or refer to appropriate person
4. Manage own work	4.1 Interpret and clarify work instructions that are received verbally or in written format 4.2 Assess and prioritise workload within allocated timeframes and according to level of responsibility 4.3 Communicate the need for additional support to improve performance to the appropriate person 4.4 Undertake responsibilities and duties 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 Identify key industry sectors and occupations within the seafood industry 5.2 Identify career options and training opportunities within the workplace and seafood industry 5.3 Consider own learning needs for future work and career aspirations in consultation with appropriate personnel 5.4 Identify key seafood industry organisations able to provide advice to individuals and the workplace

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Navigate the world of work	• Meets a limited range of explicit workplace conventions and protocols
Interact with others	• Follows basic communication protocols and conventions to contribute to basic workgroup processes • Recognises basic values, beliefs and cultural expectations of others
Get the work done	• Recognises simple problems and seeks guidance to correct • Takes responsibility for and reflects on low-impact decisions • Recognises and supports the application of new ideas

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIXSI201 Work effectively in the seafood industry	SFICORE105B Work effectively in the seafood industry	Updated to meet Standards for Training Packages Unit sector revised Change to AQF indicator in unit code to better reflect outcomes	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIXSI201 Work effectively in the seafood industry

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has on at least one occasion:

- completed at least two work activities according to workplace and environmental requirements and according to timeframes and level of responsibility
- identified the range of equipment and resources relevant to work function
- identified the range of species and seafood and aquatic products relevant to the workplace, sector or geographic area
- worked cooperatively with co-workers in completing work tasks
- identified own learning needs and career options in discussion with relevant personnel.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic environmental management procedures, regulations and codes of practice relevant to the seafood industry
- sustainable energy principles and practices relevant to area of work
- employment-related legislation and regulations that impact on the seafood industry
- key seafood industry organisations
- typical species, products, work regimes, equipment used and unique aspects relevant to the workplace, sector or geographic area
- species, seafood and aquatic products relevant to the workplace, sector or geographic area consistent with Australian Fish Names Standard AS 5300-2015
- seafood supply chain in the industry or sector, including:
  - key processes or steps in the supply chain
  - links between and interdependence of key processes in the seafood supply chain
- occupations in the industry and learning and career options

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- sectors in the seafood industry
- individual job tasks, rights and responsibilities
- problem solving and conflict management in the workplace.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry workplace setting or an environment that accurately represents workplace conditions
- specifications:
  - workplace standard operating procedures and task-related documents
  - access to key statutory and regulatory requirements and codes of practice as they apply to work activities and rights and responsibilities
  - access to industry codes of practice
  - access to training and career information
- relationships:
  - evidence of interactions with team members and relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIXSI202 Maintain the temperature of seafood

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain the temperature of seafood and seafood products at appropriate levels for species and state of products. It includes the ability to control temperature control systems, load containers, apply the appropriate cooling medium and monitor temperature within guidelines.

This unit applies to individuals who undertake supervised routine seafood logistics operations on-board fishing vessels or premises involved in the production, handling and distribution of seafood and seafood products.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Cross Sector (XSI)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare temperature control system for	1.1 Select and fit required personal protective equipment 1.2 Select, gather, clean and arrange storage containers to accept

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
receiving seafood	seafood according to supervisor instructions 1.3 Arrange temperature control system to accept seafood or containers of seafood according to food safety and quality requirements 1.4 Load seafood safely into selected storage containers, ensuring quality of the seafood is maintained
2. Preserve seafood using a temperature control system	2.1 Load and arrange seafood containers, ensuring efficient unloading and maintenance of appropriate product temperature 2.2 Apply cooling medium to seafood appropriate to species and product 2.3 Monitor temperature control system to ensure operating efficiency 2.4 Measure, monitor and maintain seafood temperature within food safety and quality guidelines and take corrective action as required 2.5 Handle seafood according to workplace health and safety, food safety and quality requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Reads product labels, inventories, invoices and receipts • Interprets temperature control system gauges and instruments
Writing	• Writes product labels • Records inventories and temperature information
Interact with others	• Communicates and reports operational and safety information to relevant persons
Get the work done	• Safely uses/operates temperature control system and associated technologies

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIXSI202 Maintain the temperature of seafood	SFIFISH209C Maintain the temperature of seafood	Updated to meet Standards for Training Packages Unit sector revised Minor amendments to performance criteria for clarity	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIXSI202 Maintain the temperature of seafood

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has maintained the temperature for a batch of seafood on at least one occasion, including:

- preparing storage containers and temperature control system to accept seafood
- efficiently and safely loading and arranging seafood containers and handling seafood
- monitoring and maintaining the critical temperature of seafood within food safety and quality requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- characteristics, procedures and uses of cooling media to maintain the temperature of seafood, including:
  - temperature settings within storage facilities
  - correct storage temperature for a range of seafood produce and products
  - storage methods relevant to different seafood products
- loading and unloading seafood, including:
  - planning the placement of seafood to aid loading and unloading
  - workplace health and safety considerations
- principle of cooling product to optimise quality, including:
  - temperature control methods using a variety of media, including ice, ice slurry, chilled brine and forced draught coolers
  - relationship between seafood temperature and spoilage
  - quality changes that could take place if product or stock is incorrectly handled/stored
  - parameters that indicate seafood quality

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- food safety legislative requirements for maintaining the temperature of seafood, including personal, workplace and product hygiene.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a seafood industry facility for handling seafood product, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - temperature measuring equipment
  - seafood containers
  - seafood
  - seafood temperature control media and storage facilities relevant to the enterprise
- specifications:
  - workplace procedures for maintaining the temperature of seafood that include advice on food safety, workplace health and safety and quality requirements
- relationships:
  - evidence of interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIXSI401 Participate in a media interview or presentation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to participate in a media interview or presentation. It includes the ability to prepare and issue media releases and arrange and conduct media interviews.

The unit applies to individuals who are responsible for representing an organisation or industry group in a range of situations, including product recall, emergency situation or a need for the organisation or group to promote wider interest or a positive image to a target audience or community.

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

Pre-requisite Unit

Nil

Unit Sector

Cross Sector (XSI)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare and issue media releases	1.1 Ensure the content of proposed media release is consistent with the intent of the message or information 1.2 Prepare media release using specific details that have been researched and confirmed and language appropriate to the target audience

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Confirm media sources and timing for the media release to ensure contact with target audience 1.4 Seek appropriate authority to proceed according to the intent of the media release 1.5 Issue media release with relevant contact detail and provide clarification of content as appropriate
2. Arrange media interviews	2.1 Select appropriate interview medium to reach target audience 2.2 Establish mutually convenient time or place for interview 2.3 Prepare material and information prior to interview, confirming specific data with specialists
3. Conduct media interviews	3.1 Conduct media interview to advance the preferred position or perspective 3.2 Use verbal and non-verbal communication skills to present a positive image to the audience 3.3 Capture opportunities to advance a preferred position or point of view
4. Prepare action plans for impromptu interviews	4.1 Prepare action plans to identify situations where an impromptu interview may be required or sought 4.2 Develop checklists to address questions or key points that may be raised during an impromptu interview
5. Deliver presentations in a public forum	5.1 Gather information and assess for relevance to the topic and audience 5.2 Use appropriate language to deliver message clearly and authoritatively 5.3 Develop ideas or concepts logically and articulate them clearly 5.4 Respond to questions effectively 5.5 Use appropriate verbal and non-verbal forms of communication to engage the audience
6. Develop personal image and presentation skills	6.1 Identify professional and social situations for work-related communication 6.2 Determine and clarify expectations of presenters 6.3 Seek advice and guidance on techniques for presentation, image or grooming

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interprets complex information in a range of internal and external source documents to plan presentations and interactions with the media
Writing	• Prepares information for presentations in different formats to suit audience, including use of diagrams and other graphics
Numeracy	• Sources, collects and organises a range of data to inform external audiences
Navigate the world of work	• Identifies innovative ways of developing and sharing information and knowledge with others • Monitors adherence to legal and regulatory rights and responsibilities for self and others
Interact with others	• Draws on a diverse range of communication practices to disseminate information via the media
Get the work done	• Uses a mix of intuitive and formal processes to identify key information and issues to be communicated in the media, evaluate alternative strategies and anticipate consequences • Monitors outcomes of communications, considering results from a range of perspectives, and identifies key concepts and principles that may be adaptable to future situations • Uses technology for information management and communication

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
SFIXSI401 Participate in a media interview or presentation	SFIPROC611C Participate in a media interview or presentation	Updated to meet Standards for Training Packages Change to AQF indicator in unit code and unit sector coding to reflect use across	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		sectors	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIXSI401 Participate in a media interview or presentation

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has participated in at least one media interview or presentation on an issue affecting the workplace or industry on one occasion, including:

- preparing and issuing a media release on the issue
- making the relevant arrangements for the interview
- communicating effectively during the interview or presentation to suit the target audience and present a positive image
- responding effectively to spontaneous questions
- seeking guidance on advancing personal image and presentation skills.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- issues affecting the workplace or the operational environment requiring media coverage
- media options and opportunities for presenting issue and information
- effective writing techniques for media releases
- effective presentation techniques used for different media and audiences
- statutory, legislative or legal requirements and/or obligations for making public announcements
- technologies and systems for managing and presenting information.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a media presentation or public forum setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - presentation equipment
- specifications:
  - documentation relating to any formalising of media relationships
  - regulations and codes of practice relevant to public announcements
- relationships:
  - evidence of interactions with audience.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFIXSI402 Act to prevent interaction with protected species

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to develop and implement strategies to prevent or minimise the impact of interactions with protected species, ensure the wellbeing of the species when an interaction occurs, and monitor and report interactions. It does not address the requirements of protecting species that are inherently dangerous, including sharks and crocodiles.

The unit applies to individuals who work under broad direction carrying out work activities in aquaculture, holding facilities or commercial fishing operations where they come into contact with protected species.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

No licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Aquaculture (AQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine strategies for preventing or minimising the impact of interactions	1.1 Obtain information relevant to threatened, endangered and protected species that may be encountered during the operation 1.2 Obtain information about strategies that prevent or minimise the impact of interaction with protected species 1.3 Obtain information about biosecurity regulations and interventions that may restore the wellbeing of an animal during or after interaction 1.4 Select strategies for preventing or minimising the impact of interactions during the operation in consultation with or by management
2. Implement strategies	2.1 Identify legislative requirements, health and safety and workplace procedures relevant to determined strategies 2.2 Identify and acquire resources and equipment required to implement strategies 2.3 Develop and document workplace procedures for implementing strategies 2.4 Train personnel in the implementation of strategies 2.5 Apply strategies according to agreed procedures
3. Intervene to restore the wellbeing of an animal	3.1 Identify the species accurately 3.2 Evaluate options for intervention against criteria for a successful outcome 3.3 Select the preferred option for intervention based on agreed procedures and the outcomes of the evaluation 3.4 Take or refer the decision to intervene to management where there is a workplace health and safety risk to personnel 3.5 Undertake the intervention according to agreed procedures 3.6 Monitor the wellbeing of the animal before, during and after the intervention
4. Monitor and report on interactions	4.1 Monitor, record and report interactions to management and refer notifiable interactions, potential interactions and interventions to relevant authorities according to legislative requirements 4.2 Collect, record and relay data required by authorities according to regulatory requirements 4.3 Communicate to management recommendations for improvement to strategies and interventions

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Recognise and refer opportunities to take a regional or whole of industry approach to preventing or minimising the impact of interactions 4.5 Manage publicity associated with an interaction or intervention event

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets text from a range of sources, including workplace policies and procedures and complex legislative or regulatory requirements
Writing	• Prepares reports and workplace procedures relating to interactions with protected species using agreed formats and accurate technical terminology
Oral communication	• Participates in verbal exchanges to convey and clarify information about interactions with protected species using language appropriate for audience
Interact with others	• Collaborates with others contributing knowledge and skills to prevent impact of interaction with protected species
Get the work done	• Uses the main features and functions of digital tools to record and present data and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
SFIXSI402 Act to prevent interaction with protected species Release 2	SFIXSI402 Act to prevent interaction with protected species Release 1	Minor update to performance criteria, and knowledge evidence for clarity referencing	Equivalent

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Code and title current version	Code and title previous version	Comments	Equivalence status
		biosecurity regulations	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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Assessment Requirements for SFIXSI402 Act to prevent interaction with protected species

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has identified and implemented procedures to prevent or minimise the impact of interaction on protected species on at least one occasion, including:

- developing a strategic plan to prevent the impact of interactions based on:
  - research and consultation on protected species that may be encountered as part of operations
  - relevant legislative and workplace requirements and resources required to implement the strategies
- documenting and informing personnel of procedures to implement the strategies
- identifying and applying intervention procedures to restore the wellbeing of an animal appropriate to the species and according to legislative requirements
- following appropriate intervention recording and reporting requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- biological and behavioural characteristics of protected species likely to be found in the local area of operation
- consequences of non-compliance with fisheries and environment legislation
- workplace procedures relating to the implementation of strategies and interventions with protected species
- hazards and risks associated with interaction and interventions with protected species
- key features of legislation under which a species is afforded protection

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- regulations relevant to the responsibility of aquaculture and commercial fishing operations to:
  - intervene to restore the wellbeing of an animal
  - prevent or minimise the impact of interactions with endangered, threatened or protected species
  - report interactions.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aquaculture or fishing operations workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - appropriate workplace procedures and templates or forms
  - personal protective equipment and other required equipment for interventions
- specifications:
  - relevant legislation, standards and guidelines associated with the interaction and interventions with protected species
- relationships:
  - evidence of interactions with personnel to train and report to.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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ACMACR404 Manage conflict situations in an animal control and regulation environment

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to resolve disputes and conflict situations that may arise when working in animal control.

This unit applies to individuals who are required to manage conflict and seek resolution in their day-to-day work in the animal control and regulation sector.

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

Pre-requisite Unit

Nil

Unit Sector

Animal Control and Regulation (ACR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the conflict situation	1.1 Identify and define the conflict, and record details according to workplace policies and procedures 1.2 Anticipate causes of a dispute or conflict and harmful behaviour, and implement appropriate responses to prevent escalation 1.3 Identify parties involved in the conflict

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify and analyse the issues of the conflict 1.5 Instigate proceedings to settle the dispute or conflict with minimal delay according to legislative requirements and workplace procedures 1.6 Identify situations requiring assistance and request support promptly
2. Negotiate resolution	2.1 Address conflict constructively and resolve using appropriate strategies according to workplace procedures 2.2 Use negotiation techniques to maintain positive interaction and to divert and minimise aggressive behaviour 2.3 Use effective communication techniques to ensure third parties understand the information received 2.4 Recognise social and cultural differences and take into account when choosing a negotiation approach 2.5 Request assistance, as required, for situations that cannot be resolved through negotiation or mutual resolution 2.6 Keep an accurate, complete and accessible record of the resolution
3. Evaluate response	3.1 Evaluate the effectiveness of the response and review 3.2 Use appropriate systems, records and reporting procedures to document the evaluation according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Gather, interpret and analyse information to measure the success of conflict-resolution strategies
Oral communication	• Use active questioning and listening techniques to confirm understanding

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMACR404 Manage conflict situations in an animal control and regulation environment	ACMACR404A Manage conflict situations in an animal control and regulation environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMACR404 Manage conflict situations in an animal control and regulation environment

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has identified a dispute or conflict situation relating to the control and regulation of an animal, its cause and the parties involved on at least two occasions. For each occasion the individual must show they have:

- analysed the situation and acted to resolve it using negotiation and mediation skills
- used verbal and non-verbal techniques to communicate effectively with parties involved in the dispute or conflict.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- conflict or dispute resolution techniques and procedures
- consultation methods, techniques and protocols
- ethical practices and relevant codes of conduct
- negotiation techniques and strategies
- human behaviour and body language
- evaluation techniques to be applied to assess appropriate responses to conflict or disputes and assess effectiveness of resolution processes
- ways in which own personal style can be adapted to suit conflict or dispute situation, consult and negotiate in a culturally sensitive and appropriate manner, and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- key requirements of relevant legislation, regulations, standards and codes of practice relevant to conflict and dispute resolution in an animal control and regulation environment.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or simulated environment that accurately reflects work undertaken in a real workplace setting
- resources, equipment and materials:
  - recordkeeping and storage systems and programs
- specifications:
  - organisational policies and procedures, legislation, regulations, standards and codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMAIM304 Transport injured large animals

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to load, unload and transport large animals that are injured or have specific needs.

The unit applies to individuals who are required to transport large animal casualties as a result of an incident. They have experience in animal handling and basic animal first aid.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication. However, a current driver's licence for the relevant vehicle is required.

Pre-requisite Unit

Nil

Unit Sector

Animal Incident Management (AIM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to transport injured large animals	1.1 Respond to call for transport promptly and clarify information about the animal/s, nature of injury, authority or permissions, and transport requirements 1.2 Select equipment and aids to assist in loading and unloading large

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	animal/s in collaboration with personnel with relevant experience 1.3 Pack gear and first aid items required to assist with injuries and welfare of animal/s 1.4 Select and correctly fit personal protective equipment (PPE) and follow hygiene and biosecurity procedures 1.5 Locate vehicle in close proximity to injured animal/s according to scene requirements and to avoid further stimulation of the animal/s 1.6 Set up privacy screens to restrict public viewing at the scene
2. Assist with injured animals	2.1 Assess hazards and risks relating to transporting injured animal/s at incident scene, and take action to control 2.2 Work with incident controller and veterinarian to plan movement and loading of injured animal/s to transport vehicle 2.3 Follow instructions regarding restraint, care and welfare of the injured animal/s, including those with specific medical needs 2.4 Assist with providing first aid to reduce impact of injury, distress and pain in animal/s 2.5 Obtain necessary documentation and equipment to accompany the injured animal/s
3. Load, unload and transport animal casualties	3.1 Use safe handling techniques and equipment to load and unload animal/s to transport in collaboration with other personnel 3.2 Make adjustments to protect animal/s from further injury and to reduce stress when loading and unloading 3.3 Ensure driving techniques are safe and appropriate for the load, road conditions and severity of injury 3.4 Monitor behaviour where practical and record observations 3.5 Handle deceased animal/s appropriately in a dignified and safe manner
4. Complete post-transport arrangements	4.1 Report on the animal/s injury and condition status prior to, during (where appropriate) and after journey 4.2 Complete required documentation according to workplace and regulatory requirements 4.3 Clean, decontaminate, maintain and secure vehicle, equipment and facilities according to workplace procedures 4.4 Participate in incident debriefing

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Provide clear and concise information in a timely manner using accurate terminology • Listen attentively and ask questions to confirm or clarify information using appropriate terminology
Interact with others	• Work as an effective member of a team as well as independently
Navigate the world of work	• Recognise the purpose, main tasks, responsibilities and boundaries of own role
Get the work done	• Plan, organise and prioritise tasks to transport large animals • Anticipate animal behavioural responses and use problem-solving approaches to minimise hazards and risks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMAIM304 Transport injured large animals	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMAIM304 Transport injured large animals

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- loaded, unloaded and transported at least one injured large animal using a vehicle appropriate for species
- recorded observations and reported on one animal's injuries and condition status pre-transport and post-transport.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic principles of incident management system
- basic animal welfare principles and assessment frameworks
- requirements regarding movement of injured animals, including:
  - state/territory regulations and codes of practice, including the Australian Animal Welfare Standards and Guidelines for the Land Transport of Livestock
  - situations requiring veterinarian advice or treatments
  - alternative arrangements for animals unfit to be moved
  - animal owner permission, where applicable
- features of different vehicles used to transport animals (floats, trucks, ambulances), including:
  - size, capacity and design of stalls or boxes – partitions allowing multiple positions and separation of animals
  - loading/unloading – ramps and adjustable suspension
  - forward and rear exits
  - winching systems
- equipment and materials, including:

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  - mats or bedding for recumbent or injured animals
  - blankets and protective items, including blindfolds
  - compresses, bandages, gauze
  - tack and gear
  - feed and water
  - privacy screens
  - rescue glide for recumbent or injured animals
- requirements for animals with specific medical needs, including sedated or anaesthetised animals
- risks in transporting animal casualties, including:
  - animal behaviour, including distressed, unpredictable and herd behaviours
  - people – spectators/public, owner
  - zoonotic disease risk
  - overloading/unbalanced vehicle
  - wet, slippery flooring
  - poor road/site conditions
- ways to check animals during transport, including observation, closed-circuit television (CCTV), monitors
- basic first aid requirements, including:
  - protect wounds from contamination
  - manage bleeding, swelling
  - manage temperature, hyperthermia and hypothermia
- handling techniques, including:
  - safe zones
  - manual manipulation techniques and equipment
- handling deceased animals safely and with dignity
- briefing and debriefing activities, including operational and critical incident stress.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions or an incident scene – this includes the use of simulations and scenarios where assessment would be unsafe, impractical or unethical
- resources, equipment and materials:
  - large animal mannequins, transport vehicle, equipment and incident scene scenarios to address the performance evidence requirements
- relationships:
  - team members.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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ACMAIM404 Collaborate in planning sedation and anaesthesia of large animals in emergency field situations

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to contribute to assessing and evaluating sedation and anaesthesia needs of large animals in emergency field situations as part of a team responding to an incident.

The unit applies to experienced people responding to incidents in field situations where large animals are compromised or injured. They are required to work with others to plan and discuss sedation and anaesthesia needs of animals to assist with the safety of people, and the care, recovery and welfare of animals in unpredictable and potentially dangerous situations.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.

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

Note: The administration of sedatives and anaesthetics, including those used for euthanasia, can only be performed by a registered veterinarian or person authorised or licensed according to the relevant state/territory regulations. Users are advised to check with the relevant authority for specific requirements.

Pre-requisite Unit

Nil

Unit Sector

Animal Incident Management (AIM)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess situation at incident scene	1.1 Identify and make contact with the incident controller, animal owner or person in charge at incident scene 1.2 Request information about the incident, the animal and proposed incident management or rescue operation 1.3 Assess human, animal and environmental risks at the scene 1.4 Discuss likely animal behaviour and physical responses with the incident controller and team members 1.5 Discuss site requirements for rescue relative to incident scene, in-situ care or transport access 1.6 Determine, in consultation with others, required equipment from recovery tool kit, including appropriate personal protective equipment (PPE) for safety, hygiene and biosecurity 1.7 Adhere to established incident management system and chain of command at the scene to ensure safety to self, others and animals
2. Assist with triage procedures	2.1 Contain or restrain the animal patient 2.2 Assess animal condition and extent of injuries in consultation with others 2.3 Discuss prognosis for life and viability of rescue or recovery with team members, taking into consideration risks to people involved 2.4 Contribute to the decision to euthanase the animal, where necessary, and the most humane method for the situation in consultation with the veterinarian and relevant personnel 2.5 Contribute to planning the method, timeframe and level of sedation or anaesthesia required to manage the animal in consultation with relevant personnel 2.6 Assess zoonotic disease risk and precautions required with incident controller, veterinarian and team members
3. Assist with emergency medical care during an incident	3.1 Discuss sedation plan specific to the animal and incident requirements, and contingency or modifications to the plan if circumstances require 3.2 Assist with stabilising the animal, and provide immediate care under veterinarian instructions 3.3 Discuss and plan with the veterinarian and relevant personnel the sedation and/or anaesthesia doses appropriate for the incident action plan and the animal's condition 3.4 Assist with monitoring the animal during the operation to ensure

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	safety of operators and welfare of animal
4. Provide post-incident care	4.1 Monitor signs of recovery of the animal following sedation or anaesthesia 4.2 Assist with further treatment or pre-hospital care according to needs of animal 4.3 Assist with organising the appropriate transport to veterinary facility if required 4.4 Assist with animal post-recovery 4.5 Participate in team debriefing and contribute to support of others involved in the incident 4.6 Complete records according to regulatory and industry requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Estimate weight of large animal to assist in the formulation of the incident action plan
Interact with others	• Work independently and collectively as an effective team member with a strong sense of responsibility and ownership of agreed plans, decisions and outcomes
Navigate the world of work	• Understand relevant regulatory requirements and implications of these to own work • Recognise legal and regulatory requirements related to sedation, anaesthesia and euthanasia, and follow required processes
Get the work done	• Use analytical processes to contribute to a course of action, deciding between options and considering views of others

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMAIM404 Collaborate in planning sedation and anaesthesia of large animals in emergency field situations	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMAIM404 Collaborate in planning sedation and anaesthesia of large animals in emergency field situations

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- discussed and contributed to the planning of sedation and anaesthesia requirements of a large animal in three different incident scene scenarios
- assisted with providing animal post-incident care for each of the three scenarios where sedation and anaesthesia were used.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- incident management system and communication protocols used in large animal incident scenes
- veterinarian's role and responsibilities in large animal incident scene management
- incident scene risks, including:
  - large animal behaviour – fight and flight responses
  - environmental issues
  - dealing with people and managing expectations
  - sharps disposal and biosecurity risks
- zoonotic disease risks, including transmission routes and ways to mitigate the risks
- personal protective equipment (PPE) requirements for specific situations
- sedation and anaesthesia (chemical restraints), including:
  - routes of administration for different situations – intravenous (IV), intramuscular (IM), oral
  - analgesics and drugs used for sedation and anaesthesia

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  - time to take effect and duration period
  - devices used for difficult access, including air-operated gun and pole-operated syringes
  - dose levels appropriate for animal state of heightened excitement, fear and/or pain, including impact of adrenalin and need to ensure initial dose is effective and not rely on top-ups
  - impact and limitations of sedatives and anaesthesia on different species
  - consideration of status of patient – old, exhausted, dehydrated, pain
  - sedation reversal
- level of sedation or anaesthesia recommended for:
  - allowing the animal to walk or move to assist with the extrication
  - fitting slings, lifting and sliding the animal
  - lengthy or delayed extrication requiring constant infusion
  - euthanasia
- animal behaviour and responses to sedation and recovery
- large animal anatomy and relationship to animal incident rescue techniques
- issues relating to euthanasia of animals, including:
  - considerations in making the call to euthanase an animal
  - permission/authority, regulatory and insurance requirements
  - approved and humane methods of euthanasia – chemical and physical
  - strategies to use in team and/or owner debriefing after an incident.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions or an incident scene – this includes the use of simulations and scenarios where assessment would be unsafe, impractical or unethical
- resources, equipment and materials:
  - PPE
  - field medical and/or recovery tool kit
  - incident scene scenarios involving large animals to address the performance evidence requirements
- relationships:
  - team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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ACMCAS303 Provide advice on selection and care of aquatic animals

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to provide advice to clients on the appropriate selection of aquatic animals, and on their housing, nutritional and other general care requirements.

This unit is applicable to those working in the companion animal industry sector. It relates to the selection and care of aquatic animals and may include aquariums and pet shops.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Companion Animal Sector (CAS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Provide information and advice on aquatic	1.1 Use interpersonal skills effectively to engage clients and identify their requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
animal selection	1.2 Develop client profiles during communication with clients 1.3 Provide information on the level of care required by varied species of aquatic animals 1.4 Provide advice on the suitability of the selected species to meet client's requirements
2. Advise on housing and environmental requirements	2.1 Discuss appropriate housing and shelter requirements for the selected species 2.2 Identify and recommend water features and landscaping requirements to suit requirements of the species 2.3 Explain set-up and maintenance of housing, and demonstrate if required 2.4 Provide advice on the introduction of species to a new environment
3. Advise on aquatic support systems	3.1 Identify systems and demonstrate to client 3.2 Evaluate systems and make recommendations to client 3.3 Discuss additional equipment and related services, and demonstrate as required 3.4 Arrange transportation of species and equipment, and provide instructions to client
4. Advise on health and nutritional requirements	4.1 Discuss the environmental health requirements of the species with the client 4.2 Provide information on recommended medical treatments for the selected species 4.3 Explain the dietary requirements for the selected species
5. Complete aquatic animal sales transactions	5.1 Complete sales of species and products according to workplace policies and procedures 5.2 Ensure compliance with legislative requirements for the sale or transportation of the selected species 5.3 Maintain records and follow up with client according to workplace policies and procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Use books, internet or other sources of information to check information about aquatic species and their specific needs
Get the work done	• Problem-solve issues in relation to types of equipment to provide client recommendations
Numeracy	• Accurately calculate sales figures

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMCAS303 Provide advice on selection and care of aquatic animals	ACMCAS303A Provide advice on selection and care of aquatic animals	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMCAS303 Provide advice on selection and care of aquatic animals

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that, on at least five occasions, the individual has:

- communicated effectively with customers, including providing accurate advice about the selection and care of aquatic animals
- maintained high standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- maintained accurate records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices for providing advice on selection and care of aquatic animals
- aquatic species using common names
- basic aquatic animal biology
- common aquatic animal diseases and treatment strategies
- communication procedures and systems, including sales techniques
- feeding techniques for a range of species
- general maintenance and cleaning of animal aquaria
- nutritional requirements for a range of aquatic species
- animal ethics and welfare
- relevant products and additional services
- safe aquatic animal handling techniques
- species compatibility
- standards, guidelines and approaches to environmental sustainability relevant to the animal care industry

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- types of disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials used in a companion animal enterprise
- industry hygiene standards
- information management systems such as International Species Information System (ISIS) and Zoological Information Management System (ZIMS).

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - a range of commonly held aquatic animals
  - equipment and materials commonly used in the care of aquatic animals
- relationships (internal and/or external):
  - interactions with real clients/customers or realistic scenarios or roleplays.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMCAS305 Maintain aquascapes and aquatic animals

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to monitor illness and abnormal behaviour in aquatic animals; and to collect and analyse water samples and administer treatments.

This unit applies to individuals working in the companion animal industry sector. It relates to the maintenance of aquascapes and aquatic animals, including fish, amphibians and some reptiles. This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Companion Animal Sector (CAS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Follow effective personal health management practices	1.1 Maintain personal hygiene and cleanliness standards according to WHS and workplace policies and procedures 1.2 Identify disease agents and their impact on aquatic animals 1.3 Implement work practices to protect self from, and minimise spread of, zoonotic diseases
2. Identify unhealthy aquatic animals	2.1 Identify unhealthy aquatic animals and record information according to workplace policies and procedures 2.2 Identify injured aquatic animals and report to supervisors 2.3 Identify abnormal behaviour and condition in aquatic animals and report to supervisors 2.4 Maintain records for unhealthy aquatic animals according to workplace policies and procedures
3. Sample, analyse and adjust aquascape water quality	3.1 Collect water samples using appropriate equipment according to workplace policies and procedures 3.2 Test samples using appropriate equipment and according to manufactures directions 3.3 Record sampling results according to workplace policies and procedures 3.4 Adjust water quality to better suit the requirements of the aquascape and species 3.5 Maintain optimum water quality records for the aquascape and species according to industry requirements
4. Administer aquatic animal treatments	4.1 Identify broad categories of parasitic infestations and viral, fungal and bacterial diseases 4.2 Administer appropriate and authorised aquatic animal treatments 4.3 Implement preventative medicine programs for internal and external parasites 4.4 Store treatments and medicines appropriately 4.5 Maintain records for treatments and medicine programs according to workplace policies and procedures and legislative requirements

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Access information about aquatic animal disease and behaviour
Numeracy	• Use tables, graphs or other techniques to document trends and changes in sampling data over time • Measure volumes and calculate ratios to achieve correct concentration of chemicals to adjust the aquascape

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMCAS305 Maintain aquascapes and aquatic animals	ACMCAS305A Maintain aquascapes and aquatic animals	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMCAS305 Maintain aquascapes and aquatic animals

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has:

- maintained at least three different aquascapes, including at least three different types of aquatic animals, ensuring the optimal health of those animals
- collected and tested at least two water samples and adjusted water quality to suit the aquascape and species requirements
- administered appropriate and authorised aquatic animal treatments on at least one occasion
- maintained records and required documentation for treatments and medicine programs.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- animal welfare and ethics
- appropriate and authorised aquatic animal treatments
- basic aquatic animal biology
- broad categories of parasitic infestations and viral, fungal and bacterial diseases
- chemicals used to correct water conditions and the water quality of aquascapes
- ideal water conditions and quality for a range of aquatic animals, including pH, nitrate, nitrite, ammonia, salinity, calcium and hardness
- normal and abnormal behaviour of aquatic species
- relevant WHS and animal welfare legislative requirements and codes of practice, including environmental regulations
- preventative medicine programs for internal and external parasites
- principles and practices of aquascapes and aquatic animal maintenance

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- signs of common aquatic animal diseases and parasitic infestations and their transmission between aquatic animals
- water quality adjustment procedures, including water chemistry
- water sampling, testing and analysis procedures and techniques
- zoonotic diseases.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - a range of different types of aquatic animals
  - sufficient materials and equipment to create and maintain aquascapes
  - chemicals to test and treat water quality.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMCAS403 Design, construct and maintain aquascapes

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to design, construct and maintain aquascapes for a range of aquaria, including ponds, waterfalls and water features.

This unit applies to individuals working in the companion animal industry sector where aquascapes are designed, constructed and maintained for clients to house aquatic animals, such as fish, amphibians and some reptiles. These individuals analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

All work is carried out to comply with the design specifications of the aquascape.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Companion Animal Sector (CAS)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify client needs	1.1 Discuss types of aquaria and proposed species to be housed with client 1.2 Identify location and climatic conditions affecting design 1.3 Confirm special installation and maintenance requirements with client 1.4 Advise client on suitability of species and location
2. Prepare aquascape design	2.1 Select appropriate heating, lighting and filtration according to design parameters 2.2 Select plants, features and substrate materials according to design parameters
3. Establish aquascape	3.1 Select and use tools, equipment and materials appropriate to the job, including personal protective equipment and WHS requirements 3.2 Establish substrate using appropriate materials 3.3 Install and secure aquascape features and plants 3.4 Conduct installation, testing and commissioning of lighting, heating and filtration systems according to manufactures requirements 3.5 Discuss ongoing maintenance requirements with client in preparation for handover 3.6 Collect, treat and dispose of or recycle waste from construction and installation according to workplace and environmental requirements 3.7 Clean worksite, tools and equipment and return to operating order and store according to WHS and workplace requirements
4. Maintain aquascapes	4.1 Conduct water sampling and testing according to species type and environmental requirements 4.2 Prove isolation of electrical equipment prior to maintenance using appropriate techniques, procedures and equipment 4.3 Carry out service and repairs according to manufactures specifications and workplace requirements 4.4 Monitor and report on health of aquaria and plants 4.5 Identify complex faults and refer for specialist advice and remedial action according to workplace requirements 4.6 Maintain accurate records according to workplace policies and procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret plans, diagrams and specifications
Numeracy	• Calculate quantities of materials required to construct aquascapes • Calculate costs of materials for construction of aquascape

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMCAS403 Design, construct and maintain aquascapes	ACMCAS403A Design, construct and maintain aquascapes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMCAS403 Design, construct and maintain aquascapes

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has designed, constructed and maintained at least two aquascapes, including:

- used safe and environmentally responsible organisational systems and procedures when working with and handling aquatic animals
- installed, secured and tested lighting, heating and filtration systems
- applied correct cleaning and maintenance techniques
- maintained records and documentation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- fish, reptile and amphibian common names
- aquaria heating, lighting and filtration systems
- aquaria water chemistry, including water quality adjustment procedures and chemicals used to correct water conditions of aquascapes
- aquatic animal biology related to the care and wellbeing of commonly held species
- disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials used in a companion animal workplace
- environmental requirements for commonly held species
- general maintenance and cleaning techniques of aquaria
- ideal water conditions and quality for a range of aquatic animals, including pH, nitrate, nitrite, ammonia, salinity, calcium and hardness
- normal and abnormal behaviour of aquatic species, including behaviours and conditions that could be indicative of possible aquatic animal health problems
- plants, features and substrate materials suitable for aquascapes

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- animal ethics and welfare
- WHS and animal welfare legislative requirements and codes of practice
- safe aquatic animal handling techniques and procedures
- signs of common aquatic animal diseases and parasitic infestations and their transmission between aquatic animals
- species compatibility
- standards, guidelines and approaches to environmental sustainability relevant to the animal care industry
- waste management strategies
- water sampling, testing and analysis procedures and techniques.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - live aquatic animals
  - materials, tools and products for designing, constructing and maintaining aquascapes, including lighting, heating and filtration systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMWHS401 Maintain workplace health and safety processes

Modification History

Release	Comments
Release 2	This version released with ACM Animal Care and Management Training Package Version 2.0.
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to maintain workplace health and safety processes in an organisation.

This unit applies to individuals working in team leader or supervisory roles who have responsibility for others' work, and where risk needs to be managed.

All work must be carried out to comply with workplace procedures, in accordance with state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Work Health and Safety (WHS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Provide information to	1.1 Explain relevant requirements of workplace health and safety

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
the work group	legislation, standards, codes of practice/compliance codes, guidance materials and safe working procedures to the work group clearly and accurately 1.2 Provide clear information on organisation policies and procedures to the work group in a readily accessible and understandable format 1.3 Explain the roles and responsibilities of health and safety representatives and workplace health and safety committees, supervisors and managers 1.4 Provide information on hazards, including signs of common animal and zoonotic diseases, the outcomes of risk assessments and required risk controls to the work group in an accessible and understandable format
2. Ensure others are able to implement safe work practices	2.1 Ensure the availability and functionality of appropriate personal protective equipment 2.2 Implement processes to confirm that others in the work group can identify hazards, assess risks, assess required risk controls, follow safe work practices and observe organisation policies and procedures 2.3 Identify workplace health and safety training needs and either address them or report them to relevant personnel
3. Implement work health and safety participative processes	3.1 Consult with and provide advice to the work group in relation to workplace health and safety matters relevant to their work 3.2 Deal with workplace health and safety issues promptly or refer to appropriate personnel 3.3 Record and communicate the outcomes of consultation regarding workplace health and safety to the work group
4. Monitor compliance with work procedures	4.1 Check work procedures for availability, clarity and completeness, addressing any deficiencies or reporting them to appropriate personnel 4.2 Identify and address any deviations from procedures or report them to appropriate personnel 4.3 Evaluate hazard identification and reporting processes for effectiveness, and address any deficiencies or report them to appropriate personnel 4.4 Monitor workplace health and safety housekeeping and hygiene practices to ensure the maintenance of workplace standards, and take action to address any deficiencies 4.5 Ensure own behaviour is consistent with organisation safe working

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedures and practices
5. Implement hazard identification, risk assessment and risk control procedures	5.1 Identify, assess, eliminate and report hazards with residual risk 5.2 Conduct risk assessments according to workplace processes 5.3 Develop control measures, taking account of the hierarchy of risk control 5.4 Implement outcomes of risk assessments and support identified risk controls 5.5 Identify deficiencies in workplace health and safety risk controls and address them or report them 5.6 Identify personal professional limitations and seek expert advice as required
6. Implement organisation procedures for maintaining work health and safety records	6.1 Obtain feedback to ensure that the work group is aware of organisation reporting requirements 6.2 Review workplace health and safety records to confirm their accurate, thorough and timely completion 6.3 Use aggregate information and data from records to identify hazards and monitor risk controls
7. Implement emergency procedures	7.1 Obtain feedback to ensure that emergency procedures are available and known by the work group 7.2 Implement processes to ensure availability of emergency equipment and to ensure routine checking of equipment for functionality 7.3 Implement processes to ensure the ability of others in the work group to respond appropriately to emergencies 7.4 Conduct or contribute to investigations, to identify cause of emergencies 7.5 Identify, and implement or support, control measures to prevent recurrence and minimise risk of emergencies

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret workplace health and safety legislation and organisational documents
Writing	• Prepare and maintains records using appropriate structure and vocabulary • Record workplace health and safety issues and actions taken, according to reporting requirements
Oral communication	• Use open questions and active listening techniques when seeking feedback from others
Navigate the world of work	• Take responsibility for following explicit and implicit workplace health and safety policies, procedures and legislative requirements relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMWHS401 Maintain workplace health and safety processes Release 2	ACMWHS401 Maintain workplace health and safety processes Release 1	Minor changes to make infection control more explicit as a workplace health and safety issue	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMWHS401 Maintain workplace health and safety processes

Modification History

Release	Comments
Release 2	This version released with ACM Animal Care and Management Training Package Version 2.0.
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that the individual has:

- made at least two different presentations to a group on workplace health and safety related processes
- ensured at least two personnel are able to implement safe work practices
- consulted a work group about a workplace health and safety issue and communicated the outcomes of the consultation to the group
- reviewed at least two work procedures for clarity, accuracy and availability to work group, and reported any deficiencies to appropriate personnel
- carried out at least three hazard/risk assessments, including at least one that deals with infection control from animals to humans, and identified appropriate risk controls
- reviewed organisation’s workplace health and safety records and identified any hazards and risks
- reviewed at least two emergency procedures and obtained feedback from work group about their accessibility and usability
- investigated at least one emergency to determine cause and identified and implemented or supported control measures to prevent recurrence and minimise risk.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- current workplace health and safety legislation, standards, compliance codes and guidance material relevant to work area
- organisation’s workplace health and safety policies and procedures

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- the roles and responsibilities of designated personnel, health and safety representatives, workplace health and safety committees under workplace health and safety legislation and within the organisation's workplace health and safety system
- common workplace hazards (from Safe Work Australia's Work Health and Safety Risks – Code of Practice), including:
  - manual tasks – overexertion or repetitive movement can cause muscular strain
  - gravity – falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death
  - electricity – potential ignition source and knowledge that exposure to live electrical wires can cause shock, burns or death from electrocution
  - machinery and equipment – being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death
  - hazardous chemicals – chemicals (such as acids, hydrocarbons and heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis
  - extreme temperatures – heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frostbite
  - noise – exposure to loud noise can cause permanent hearing damage
  - radiation – ultraviolet, welding arc flashes, microwaves and lasers can cause burns, cancer or blindness
  - biological – micro-organisms can cause hepatitis, Legionnaires' disease, Q fever, HIV/AIDS or allergies
  - psychosocial hazards – effects of work-related stress, bullying, violence and work-related fatigue
- hazards relating to common zoonotic diseases and workplace procedures for infection prevention and control
- organisation's processes for:
  - ensuring personal protective equipment and emergency equipment is available and functional
  - checking that work group members have knowledge and skills to comply with organisation's workplace health and safety policies and procedures
  - identifying workplace health and safety training needs
  - addressing training needs
  - reporting workplace health and safety related matters to relevant personnel
  - emergency situations
- techniques for:
  - consulting, providing advice and communicating with work group members on workplace health and safety matters
  - recording and reporting outcomes
  - monitoring own performance and recognising own professional limitations.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or simulated environment that accurately reflects work undertaken in a real workplace setting
- resources, equipment and materials:
  - equipment and resources appropriate to work being undertaken
- specifications:
  - relevant and current workplace health and safety organisational policies and procedures, legislation, and regulations
  - documents relating to workplace safety, hazard identification and risk assessment
- relationships:
  - team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMWHS501 Manage workplace health and safety processes

Modification History

Release	Comments
Release 2	This version released with ACM Animal Care and Management Training Package Version 2.0.
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to manage work health and safety.

This unit applies to managers of small organisations or several work groups within an organisation, who manage systematic processes to control risk. Work is likely to have a focus on maintaining already established processes and the unit assumes that workplace health and safety advice and expertise would be available.

All work must be carried out to comply with workplace procedures, in accordance with state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Work Health and Safety (WHS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage work health and safety information and records	1.1 Identify, access and evaluate relevant workplace health and safety legislation, standards, codes of practice, compliance codes, guidance materials and other sources of workplace health and safety information for their relevance to the specific work context 1.2 Collect, collate and provide information on workplace health and safety requirements, trends and risk controls 1.3 Review records and record-keeping processes to ensure they meet legal requirements for workplace health and safety record-keeping 1.4 Implement and monitor processes to ensure the accurate completion, collection and storage of workplace health and safety records
2. Manage work health and safety participative processes	2.1 Monitor participative processes to ensure compliance with legislative requirements and organisational procedures 2.2 Evaluate information provided to employees to ensure its format is readily accessible and understandable 2.3 Implement and monitor processes to ensure that work group members have an opportunity, either directly or through their representative, to contribute to decisions that may affect their health and safety 2.4 Evaluate processes for addressing workplace health and safety issues to ensure the prompt resolution of issues raised through consultation 2.5 Provide information about the outcomes of consultation in a format readily accessible to employees
3. Manage work health and safety risk management processes	3.1 Review processes for hazard, incident, and injury reporting and investigation to ensure compliance with legislative requirements and to inform future prevention strategies 3.2 Monitor processes to ensure that hazard identification and risk assessments occur 3.3 Check and monitor risk controls and hazard specific procedures to ensure consistency with the hierarchy of risk control and support compliance with legislative and regulatory requirements 3.4 Identify and address any workplace health and safety implications of either proposed or implemented changes to the workplace, work processes or organisation of work 3.5 Recognise limits of own professional expertise and consult with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	expert advisors as required
4. Manage work health and safety training program	4.1 Undertake workplace health and safety training needs assessment for work group members that takes account of existing skills of work group members and risk control requirements 4.2 Implement and monitor training programs to ensure identified workplace health and safety training requirements are addressed 4.3 Implement and monitor processes to ensure that all new employees receive workplace health and safety induction 4.4 Access and consult with relevant workplace health and safety and training specialists, as required, when developing and implementing the WHS training program
5. Manage work health and safety continuous improvement process	5.1 Consider input from individuals and workgroup in identifying and implementing workplace health and safety improvements 5.2 Determine workplace health and safety priorities in consultation with appropriate managers and stakeholders 5.3 Develop workplace health and safety action plans, taking account of priorities and training needs 5.4 Monitor achievements against workplace health and safety plans and update plans accordingly

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Analyse and interpret workplace health and safety legislation, policies, procedures
Oral communication	• Adjust language and communication style to suit target audience
Navigate the world of work	• Recognise the significance of own role in managing compliance and effectiveness of workplace health and safety policies and procedures in the work environment

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMWHS501 Manage workplace health and safety processes Release 2	ACMWHS501 Manage workplace health and safety processes Release 1	Minor changes to make infection control more explicit as a WHS issue	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMWHS501 Manage workplace health and safety processes

Modification History

Release	Comments
Release 2	This version released with ACM Animal Care and Management Training Package Version 2.0.
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has managed work health and safety processes for one work group of at least four employees, on at least one occasion, including:

- identifying workplace health and safety legal requirements applicable to the organisation
- reviewing and monitoring workplace health and safety hazard identification and risk management processes and ensuring consistency with legal requirements
- ensuring work group members comply with workplace health and safety requirements
- implementing and monitoring participative processes to ensure that the work group members contribute to decisions that may affect their health and safety
- implementing and monitoring workplace health and safety induction and training for work group members to ensure safe work.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- sources of information on workplace health and safety legislation, standards, compliance codes and guidance material relevant to the work site
- sources of information on infection control and/or biosecurity relevant to the work site
- sources of information on WHS trends, including zoonotic diseases, and risk controls relevant to the work site
- legal requirements for workplace health and safety in a workplace
- processes, including:
  - manage workplace health and safety information, records and reporting
  - manage consultation and participative opportunities

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  - manage workplace health and safety employee training
  - manage workplace health and safety risk
  - develop a workplace health and safety action plan
  - continuously improve workplace health and safety investigate hazards, injuries and incidents
  - undertake workplace health and safety training needs assessment
  - develop training programs
  - implement and monitor training programs
- techniques, including:
  - managing information
  - resolving issues
  - managing work priorities
  - monitoring own performance and recognising own professional limitations
  - consulting with managers, stakeholders, advisors and workplace health and safety training specialists
  - developing workplace health and safety action plans
  - risk assessment
  - implementing plans, programs and processes
  - evaluating and reviewing plans, programs and processes.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- specifications:
  - organisational policies and procedures
  - current workplace health and safety legislation and regulations
- relationships:
  - team members.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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AHCAGB512 Plan and manage infrastructure

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to plan and manage property infrastructure in agricultural or horticultural production enterprises, including maintaining existing infrastructure, purchasing or constructing new infrastructure or selling or de-commissioning plant and equipment.

This unit applies to farm or enterprise managers who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

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

Pre-requisite Unit

Nil

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine infrastructure requirements	1.1 Access information regarding the characteristics of products and their respective market requirements 1.2 Confirm characteristics of land under production and production

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	processes used, from colleagues and other planning processes 1.3 Identify and access organisation data for input to infrastructure planning processes 1.4 Collect and use information from other organisational planning processes to inform infrastructure planning process 1.5 Identify and compare infrastructure required to efficiently achieve targeted production requirements, with those existing and available in the organisation 1.6 Identify workplace health and safety hazards, assess risks and incorporate suitable controls into planning process 1.7 Plan and budget for replacements, improvements, purchases and sales of plant and vehicles 1.8 Ensure details about infrastructure requirements and improvements are built into other organisational planning processes
2. Obtain, prepare or build infrastructure	2.1 Identify solutions to bridge gaps between required and existing infrastructure 2.2 Use a cost benefit analysis to determine preferred solution to infrastructure gaps identified 2.3 Negotiate to obtain infrastructure or componentry at best rate for organisation 2.4 Organise and undertake preparation work required for existing infrastructure 2.5 Plan and commission required works 2.6 Ensure all alterations to infrastructure or new developments give due consideration to environmental and waste management requirements
3. Manage infrastructure	3.1 Determine infrastructure maintenance programs including timelines and responsibilities 3.2 Replace, purchase, sell or decommission infrastructure items according to organisational plans 3.3 Ensure any reallocations of land are undertaken with the planning and consultation required by the organisation, and within all relevant guidelines and regulations 3.4 Manage situations that require unplanned maintenance within organisation guidelines and policy

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.5 Make checks to ensure that program specifications are adhered to and amendments are made where necessary 3.6 Make checks to ensure all workplace health and safety requirements are adhered to including appropriate use of personal protective equipment 3.7 Make checks to ensure potential detrimental environmental impacts are minimised or eliminated
4. Record and manage information	4.1 Analyse data, observations and documentation recorded during production cycle, against infrastructure plan 4.2 Prepare recommendations for future plans based on analysis of data 4.3 Prepare a report that documents the plan's implementation 4.4 Create and maintain records and documentation as described in business plan 4.5 Complete records and documentation clearly and accurately throughout production 4.6 Ensure relevant records are available, accessible, meaningful and useful

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret, analyse and extract information from a range of sources
Interact with others	• Build and develop networks to support maintenance programs and buying and selling of infrastructure

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCAGB512 Plan and manage infrastructure	AHCAGB502 Plan and manage infrastructure requirements	Title updated Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCAGB512 Plan and manage infrastructure

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has planned and managed infrastructure requirements for at least one agricultural or horticultural production enterprise, including:

- identified infrastructure requirements for the enterprise
- planned and sourced requirements for at least one infrastructure improvement
- developed an infrastructure maintenance program including scheduling and responsibilities
- recognised potential opportunities to use or install more environmentally efficient systems or equipment
- established a recording system for infrastructure improvement, purchase, construction and maintenance.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems for managing maintenance schedules and continuous improvement of infrastructure
- property planning, financial management and enterprise budgeting systems and procedures
- environmental controls and codes of practice relevant to the organisation
- management practices and processes to minimise noise odours and debris from production processes
- current legislation and regulations relating to infrastructure management and workplace health and safety.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computer-based technology and software used to record information relevant to a primary production business
- specifications:
  - access to relevant regulations and guidelines for infrastructure management and workplace health and safety.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCAGB513 Develop a farm plan

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to develop a farm plan. It includes auditing and managing the natural resources (water, soil, biodiversity including vegetation and wildlife), integrating the management of natural resources with business objectives and production plans.

This unit applies to farm managers whose role is to manage a property's natural resources alongside business objectives and production plans. They usually work autonomously and exercise judgement to complete a range of advanced skilled activities.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

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

Pre-requisite Unit

Nil

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine directions for business	1.1 Establish long-term directions and goals for business through identification and analysis of values, expectations and goals of stakeholders

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify business and personal strengths, weaknesses, opportunities and threats 1.3 Develop and document strategies to address strengths, weaknesses, opportunities and threats consistent with business vision
2. Audit natural resources and infrastructure of property	2.1 Survey land and record physical characteristics, natural resources, soil characteristics and any culturally significant sites 2.2 Produce a soil map of property and record land classes using classification terminology 2.3 Identify water resources and condition 2.4 Determine land capability and identify land management options for each land class 2.5 Show natural property features and infrastructure on property map, noting its condition 2.6 Identify areas at risk of soil degradation 2.7 Classify native vegetation and assess condition 2.8 Identify any rare, threatened or endangered species or vegetation communities, as appropriate
3. Address legal requirements that impact on management of property	3.1 Identify legislation, regulations and codes of practice relevant to activity on property 3.2 Ensure legal requirements are addressed in business management plans
4. Develop management strategies to address natural resource management issues	4.1 Develop, cost and prioritise property improvement plans, or action plans, to assist natural resource management 4.2 Develop plans to repair degraded land and stimulate biodiversity 4.3 Plan water supply and water management, vegetation and revegetation management, and wildlife management strategies to ensure natural resources are maintained 4.4 Develop strategies for weed and pest animal control 4.5 Develop plans to address fire risk and fire management 4.6 Ensure business and production plans for the farm incorporate sustainable management of natural resources

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Review farm plan	5.1 Review and revise business and production plans to meet changing circumstances 5.2 Use digital finance and farm management tools to produce and update farm plans

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Learning	• Carry out research to gather information about farm management, relevant to business
Writing	• Document business plans
Numeracy	• Estimate, calculate and record workplace measures
Get the work done	• Recognise trends • Use digital technology to document and update farm plans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
AHCAGB513 Develop a whole farm plan	AHCAGB505 Develop a farm plan	Title updated Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent unit

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Links

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Assessment Requirements for AHCAGB513 Develop a farm plan

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has developed a farm plan for one property, including:

- audited, recorded and mapped the natural resources, infrastructure and at-risk areas of the property
- monitored legal requirements that impact on the management of the property
- developed management strategies to maintain natural resources
- integrated business objectives and production plans, with sustainable land management practices, in a whole farm plan
- reviewed and evaluated farm plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- processes used to analyse strengths, weaknesses, opportunities and threats
- sustainable land management practices to maintain natural resources and stimulate biodiversity
- property planning processes and approaches
- farm management planning tools
- land usage/capability for local area
- water, vegetation, soil, fire and wildlife management strategies
- legal requirements that impact on agricultural businesses
- risk associated with agricultural businesses and use of natural resources.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - designated land/farm site
  - digital finance and farm management tools
- specifications:
  - access to land management information, legislation, regulations and codes of practice relevant to business.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCAGB519 Plan and monitor production processes

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to plan and monitor production processes, including identifying the production processes required to achieve targets; establishing production targets for each enterprise and each product, crop, herd or flock; and monitoring and evaluating production processes.

This unit applies to individuals who work in agribusiness management roles where they take personal responsibility and exercise autonomy in undertaking complex work. They analyse information and exercise judgement to complete a range of advanced skilled activities.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

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

Pre-requisite Unit

Nil

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine production process requirements	1.1 Access information about the products being grown or manufactured and the market 1.2 Confirm characteristics of the land under production and the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	quality of associated infrastructure 1.3 Analyse recent and historical data from organisational records for input to production planning 1.4 Identify potential for improvements or innovations to inform production planning 1.5 Identify production processes required to achieve the targeted production and compare with those that currently exist 1.6 Check production planning information is fed into other organisational planning processes
2. Plan production and monitoring systems	2.1 Establish targets for the enterprise, for each product, crop, herd or flock using information from organisational management and strategic plans 2.2 Schedule production processes taking organisational factors into consideration 2.3 Establish waste management controls to minimise waste and dispose of waste sustainably 2.4 Establish monitoring points and performance indicators using target, environmental management and scheduling information 2.5 Establish appropriate biosecurity and quality assurance requirements 2.6 Establish risk management strategies to control hazards 2.7 Document the production plan, including targets and monitoring requirements
3. Monitor and evaluate the effectiveness of production processes	3.1 Check that performance indicators, targets and specifications are met and amendments to the process are made where necessary 3.2 Evaluate the effectiveness of the production processes at key points and make adjustments as necessary 3.3 Monitor and assess environmental impacts and workplace health and safety hazards throughout the production cycle 3.4 Modify the production process by shifting priorities and results when necessary 3.5 Analyse data, observations and documentation from the production process against the plan
4. Record and manage	4.1 Prepare recommendations for future plans based on the analysis of

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
information	production data 4.2 Prepare a report that documents the plan's implementation 4.3 Maintain records and documentation as described in the production plan 4.4 Check that required information is available, accessible, meaningful and useful

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret and extract information from a range sources such as professional literature, legal documents, policies and procedures
Numeracy	• Set yield targets and objectives and estimate timelines • Estimate, calculate and record complex workplace measures

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
AHCAGB519 Plan and monitor production processes	AHCAGB503 Plan and monitor production processes	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCAGB519 Plan and monitor production processes

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has planned and monitored at least one production cycle, including:

- identified production processes required to achieve targeted production
- established production targets for each product, crop, herd, or flock
- scheduled production processes with monitoring points and performance indicators
- documented the production plan
- evaluated production processes and made modifications where required
- created and maintained records as described in the production plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- environmental controls and codes of practice relevant to the production process
- management practices to minimise noise, odours, waste, erosion, relevant to production process
- sustainable land use principles and practices applicable in the region
- production planning processes
- biosecurity and quality assurance requirements for product
- legislation and regulations relevant to product and production processes.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - production records relevant to process
- specifications:
  - access to relevant legislation and guidelines for productions processes.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCAGB609 Develop export markets for produce

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to evaluate and develop a product for export.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

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

Pre-requisite Unit

Nil

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate export potential	1.1 Identify competitive advantages and disadvantages for the proposed product, in respect to the product's entry to overseas markets 1.2 Analyse features of potential markets in respect to cultural factors, quality requirements, government regulations and other economic,

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	political and social factors 1.3 Analyse business resources for their appropriateness and capacity to contribute to the marketing effort 1.4 Identify available capital and time for the development of the export plan
2. Develop export strategy	2.1 Conduct customer analysis and define the market niche 2.2 Develop operational plan to address the market mix 2.3 Prepare budgets to address the investment required in the operational plan 2.4 Plan strategies that target the identified market and initiate negotiations
3. Plan for implementation	3.1 Identify and address steps in an export transaction 3.2 Identify and prepare documentation requirements for export

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Access and interpret legislation, regulations and guidelines relevant to exporting goods from Australia
Oral communication	• Establish networks, negotiate agreements and resolve conflicts in a cross cultural environment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCAGB609 Develop export	AHCAGB601 Develop export	Performance criteria clarified	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
markets for produce	markets for produce	Foundation skills added Assessment requirements updated	

Links

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Assessment Requirements for AHCAGB609 Develop export markets for produce

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has developed an export market for at least one product, including:

- researched and analysed product knowledge
- analysed a market and established market potential
- developed and implemented an export market strategy.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- export requirements for identified product
- Australian and international export and import regulations
- international regulations, pricing structures, import and export factors, production times, quality assurance factors, and production and marketing arrangements, relevant to product
- requirements of standards, codes of practice, quality assurance (QA) processes and procedures, relevant to product
- marketing plan formats
- cash flow budgeting techniques
- sensitivity analysis and investment evaluation
- communication and negotiation skills to deal with international export arrangements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions

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- resources, equipment and materials:
  - product for export
  - access to information about international market relevant to product
  - communications technology to interact with potential overseas customers
- specifications:
  - legislation, regulations and guidelines for the export of goods from Australia.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCBIO202 Follow site quarantine procedures

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to follow the organisation's procedures that reduce the likelihood of pathogenic organisms entering a quarantine site.

It applies to any personnel entering and leaving the quarantine area.

This unit applies to individuals who work under general supervision and exercise limited autonomy. They undertake defined activities and work in a structured context.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some states and territories in relation to use of farm chemicals in quarantine situations, national vendor declarations, and movement of livestock and plant material. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Pre-requisite Unit

Nil.

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Element	Performance criteria
1. Prepare to work in quarantine site	1.1 Check with supervisor on quarantine procedures and biosecurity protocols relevant to the site 1.2 Check all vehicles are decontaminated before entering the quarantine site, and if required leaving the site 1.3 Report contact with potential contaminants either within the site, or externally 1.4 Shower and change into work clothes if required 1.5 Select and apply appropriate personal protective equipment including footwear before commencing work 1.6 Store street clothing securely away from livestock, feed or other products 1.7 Wash hands before and after livestock, feed, plant stock or other products are handled 1.8 Check disinfectant levels in footbaths and use rigorously before entering quarantine site and before exiting site 1.9 Follow site exit procedures for decontaminating self, work clothing and personal protective equipment
2. Work in quarantine site	2.1 Handle and store chemicals and medications in accordance with site procedures 2.2 Store different feed mixes, soils, growing media and other products separately and mark appropriately 2.3 Identify cases of disease or pest infestation and report to supervisor 2.4 Identify breaches of quarantine procedures and report to supervisor 2.5 Identify work health and safety hazards and report to supervisor 2.6 Dispose of all waste products appropriately 2.7 Dispose of all deceased livestock, unwanted biological material or damaged or infected plant stock as instructed by supervisor 2.8 Record information relating to work in quarantine site
3. Assist in maintaining site quarantine procedures	3.1 Inform all visitors of the quarantine procedures and provide them with appropriate clothing and footwear if required 3.2 Check that visitors are signed in, have stated their recent activities and exposures and have washed or showered if required 3.3 Check that visitors sign out and follow site exit procedures 3.4 Note and report any observed breaches of quarantine procedures by visitors to supervisor 3.5 Keep gates and doors locked where required 3.6 Maintain security fencing according to supervisor's instructions 3.7 Check deliveries to site to ensure that established procedures for

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Element	Performance criteria
	vehicle decontamination, unloading and receipt and holding or storage of stock and supplies are followed
4. Respond to site quarantine breach or problem	4.1 Identify and report a site quarantine breach or problem and report the location to supervisor 4.2 Secure any site quarantine breaches or problems 4.3 Clean and disinfect any quarantine breach sites as required according to the specific nature of the breach 4.4 Isolate livestock, plant stock or other items suspected of being exposed to contaminants and monitor for evidence of contamination 4.5 Treat or dispose of all contaminated stock and materials 4.6 Record information about the breach or problem

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBIO202A Follow site quarantine procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCBIO202 Follow site quarantine procedures

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- meet site security and entry/exit requirements for vehicles, apparel and personal hygiene and safety
- follow procedures and biosecurity protocols for handling and storing chemicals, medications, feed mixes, soils, growing media and other products
- report disease/pest infestation, breaches of quarantine procedures and work health and safety hazards to supervisor
- dispose of waste products, deceased livestock, unwanted biological material, damaged or infected plant stock, contaminated stock and contaminated material as instructed
- record information related to work in quarantine area, including any breach or problem
- maintain security of quarantine site, any site identified as a quarantine breach and any site considered a problem area
- direct visitors in their obligations to follow quarantine procedures
- control site deliveries to ensure quarantine procedures are followed
- follow quarantine procedure and biosecurity protocols in responding to a site quarantine breach or problem
- clean and disinfect any quarantine breach sites
- isolate and monitor livestock, plant stock or other items suspected of being exposed to contaminants.

Knowledge Evidence

The participant must demonstrate knowledge of:

- site quarantine procedures and biosecurity protocols for:

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  - disposal of waste products, diseased livestock, unwanted biological material, damaged or infected plant stock, contaminated stock or contaminated material
  - directing visitors at the quarantine site
  - reporting diseases and pest infestations problem, work health and safety hazards
  - handling and storing chemicals, medications, feed mixes, soil, growing media
  - controlling entry of deliveries to a quarantine site
  - isolating livestock and monitoring livestock
  - cleaning and disinfecting quarantine area
  - maintaining security for the quarantine site
  - recording information about own work and any quarantine breaches
- personal protective equipment appropriate to site quarantine procedures and biosecurity protocols
- work health and safety hazards
- methods for cleaning and disinfecting quarantine site or area of quarantine breach
- biosecurity protocols and how they apply to the work site, industry and in the context of a work role.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCBUS407 Cost a project

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to cost a project, including establishing and documenting costs for materials, resources, services, consultants and contractors.

This unit applies to supervisors and managers who establish and oversee projects to the best financial advantage of the enterprise. In this role, individuals take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

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

Pre-requisite Unit

Nil

Unit Sector

Business (BUS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine resources required for the project	1.1 Identify and interpret project objectives, required work activities and available finance in line with enterprise guidelines and legislative

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 1.2 Identify resources required for project works 1.3 Identify factors affecting resource costs using available information 1.4 Select and use appropriate tools, equipment and technology for the calculation and documentation of project costs
2. Calculate individual itemised costs of the project	2.1 Calculate unit and total cost for each resource item 2.2 Evaluate total itemised resource costs against the financial schedule for the project and assess value for money 2.3 Make adjustments where required to reconcile resource costs with project schedules 2.4 Identify and determine costs for peripheral works arising from the project
3. Prepare a summary of the cost of the project	3.1 Collate and schedule resource costs 3.2 Calculate and record total project costs 3.3 Document summary of costs and submit financial summary for approval

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Get the work done	• Plan and organise quotes from various sources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
AHCBUS407 Cost a project	AHCBUS402 Cost a project	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCBUS407 Cost a project

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has costed at least one project for a business, including:

- identified resources for a project
- investigated options for material supplies, services, contractors and consultants
- researched prices for resources
- calculated costs for the project
- documented a summary of project costs.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- state/territory and commonwealth legislation and management policies relating to the project
- project costing technology and software
- current pricing structures and options for material supplies, services, contractors and consultants relevant to work role.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computer based technology to research goods and services
  - communications technology to request quotes for services.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCBUS408 Operate within a budget framework

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to operate within a budget framework of a business.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems in relation to their roles working within a budget framework..

All work must be carried out to comply with organisational requirements, legislation and codes and in consultation with the management team.

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

Pre-requisite Unit

Nil

Unit Sector

Business (BUS)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in formulation of a budget	1.1 Gather budget planning information from relevant sources 1.2 Identify priorities in relation to the organisation's vision and plans 1.3 Identify known sources of income as well as new sources of income

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Review expenditure for existing operations 1.5 Review overhead expenditure 1.6 Estimate expenditure for new initiatives and expansion 1.7 Request budget variations to suit organisational needs
2. Supervise financial transaction	2.1 Arrange expenditure within budget delegations 2.2 Record transactions to meet taxation and accounting requirements 2.3 Compare actual sales and expenditure to the enterprise budget 2.4 Check financial reports to ensure operations are within forecast limits 2.5 Adjust expenditure to meet financial targets as required 2.6 Report actual and potential variations in budgeted income 2.7 Develop recommendations to address budget variations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Estimate and calculate expenditure and recognise trends
Get the work done	• Use software applications, including spreadsheets, to compile data and produce reports

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCBUS408 Operate within a budget	AHCBUS404 Operate within a budget framework	Foundation skills added Assessment requirements	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
framework		updated	

Links

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Assessment Requirements for AHCBUS408 Operate within a budget framework

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has operated effectively within a budget framework for a period of at least three months (a financial quarter), using a software application or spreadsheet, including:

- identified information to be included in a budget
- reviewed budgeted income and expenditure and compared to actuals
- recorded transactions and allocated them to cost and income categories
- identified and reported budget variations
- reviewed production and expenditure plans to meet financial targets.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- income and expenditure categories
- budgeting procedures and templates
- taxation and accounting requirements for business
- costing and forecasting mechanisms
- cash flow analyses and records
- financial recording and reporting systems
- records of receipts and expenditure
- factors that impact upon the timing of sales and purchases, including taxation, goods and services tax (GST), and market conditions.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to business financial records that cover a period of at least three months.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM201 Apply chemicals under supervision

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to handle, transport, and apply chemicals under supervision using workplace specified chemicals and application equipment.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to handle chemicals	1.1 Confirm the activity related to chemical handling to be undertaken with supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify and select tools and equipment required according to supervisor instructions 1.3 Identify health and safety hazards and risks and apply controls according to supervisor instructions and workplace procedures 1.4 Select, ensure serviceability, fit and use personal protective equipment (PPE)
2. Check application equipment	2.1 Carry out pre-operational checks of application equipment and identify and replace any damaged or worn components or report to supervisor 2.2 Prepare application equipment for use according to workplace practice and safe chemical handling processes
3. Handle and transport chemicals	3.1 Confirm safety precautions for the handling and transport of chemicals with supervisor 3.2 Handle and transport chemicals according to chemical label, safety data sheets and supervisor instructions
4. Prepare chemical for application	4.1 Interpret and apply chemical label instructions according to safety data sheets for the chemical or substance being used 4.2 Select and use appropriate mixing equipment 4.3 Measure, mix and load application equipment with chemical according to application rates 4.4 Clear chemical spills according to chemical label and supervisor instructions 4.5 Check that output of application equipment is correct and in accordance with chemical application plan
5. Apply chemicals	5.1 Assess and record weather conditions and forecasts prior to and during application according to workplace requirements 5.2 Apply chemical safely according to chemical application plan, chemical label and supervisor instructions 5.3 Monitor conditions for application and take appropriate action when conditions are unsuitable according to workplace procedures 5.4 Minimise risks to others, product integrity and the environment prior to and during application
6. Finalise work	6.1 Clean and store PPE and application equipment in accordance with manufacturers and health and safety in the workplace

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 6.2 Dispose of excess chemicals and clean containers in accordance with label instructions and regulatory requirements 6.3 Complete incident reports according to workplace procedures 6.4 Complete chemical application records according to workplace procedures 6.5 Store unused chemical and products according to workplace procedures 6.6 Adhere to all re-entry requirements for treated areas

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret instructions, chemical labels and safety documentation to identify relevant and key information to apply to mixing and application of chemicals
Writing	• Use clear language and correct concepts and terminology when reporting incidents and completing chemical application records
Numeracy	• Perform basic mathematical calculations when measuring and mixing chemicals and checking chemical application equipment
Oral Communication	• Use clear language, concepts, tone and pace appropriate when confirming chemical application parameters with supervisor
Get the work done	• Follow clearly defined instructions and sequencing, and monitors own progress for the task, seeks assistance when necessary

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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AHCCHM201 Apply chemicals under supervision Release 2	AHCCHM201 Apply chemicals under supervision Release 1	Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM201 Apply chemicals under supervision

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated that chemicals have been applied under supervision, ensuring they have:

- identified hazards and risks and adopted safe work practices and used appropriate personal protective equipment (PPE) according to supervisors' instructions
- confirmed activity with supervisor and identified and selected tools and equipment necessary for the application of chemical treatment
- carried out pre-operational checks of application equipment and made it ready for operation
- handled and transported chemicals to be used according to chemical labels and supervisors' instructions
- followed directions on chemical labels and relevant safety data sheets to safely mix and prepare chemicals
- selected appropriate measuring equipment and measured, mixed and loaded application equipment with chemicals safely and correctly
- ensured chemical spills were cleared according to chemical label instruction and supervisor instructions
- checked the application equipment for output against plan and applied chemical safely complying with weather conditions
- monitored and recorded weather and applied chemical appropriate to prevailing conditions
- maintained a healthy and safe condition for the environment and others while applying and following chemical application
- cleaned application equipment and PPE and disposed of waste according to equipment manufacturer instructions, chemical label and supervisor instructions
- complied with equipment manufacturer instructions, chemical label and supervisor instructions

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- maintained chemical application records and incident reports according to workplace procedures
- stored protection equipment, application equipment and unused chemicals according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- various handling and transport techniques and requirements for chemicals
- structure and content of chemical labels and safety data sheets and their use and purpose for safe chemical application
- principles and methods of measuring, mixing and applying chemicals
- features and functions of a range of application equipment relevant to the workplace their operations, and maintenance requirements
- risk factors to be taken into account for human and animal health, spillage and environmental impact relevant to chemical use before, during and following chemical application
- basic chemical groupings and types used in the workplace, including:
  - the of mode of action
  - the impact on chemical safety
  - application methods
- paths of entry of poisons into the body and the methods of limiting exposure through practices and personal protective clothing
- maintenance practices for chemical application related equipment and PPE and disposal procedures for chemical contaminants and containers
- assessing weather conditions and the impact on safe application of chemicals
- components of a workplace chemical application plan
- chemical related records and reports and their purpose.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  - access to chemical store
- resources, equipment and materials:
  - common chemicals
  - PPE
  - chemical application equipment
  - chemical measuring and mixing equipment
- specifications:

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  - workplace documents, including work instructions and procedures
  - chemical labels and safety data sheets
  - chemical application plan and relevant chemical application rates
  - manufacturers' operation and maintenance instructions for chemical measuring and application equipment
- relationships:
  - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM304 Transport and store chemicals

Modification History

Release	Comments
Release 3	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.1.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to safely handle, transport and store chemicals.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to handle and	1.1 Identify health and safety hazards, assess risks and implement

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
transport chemicals	controls according to workplace procedures 1.2 Ensure contact details for emergency services are available in transport vehicle according to workplace procedures and transport regulations 1.3 Ensure transport vehicle complies with transport regulations 1.4 Ensure containers are secured, protected and in a condition to be safely transported according to workplace procedures, manufacturer instructions, legislative and regulatory requirements 1.5 Ensure emergency equipment and procedures are available in the vehicle according to workplace safety procedures and regulations 1.6 Ensure transport arrangements comply with legislative and regulatory requirements for the transport of hazardous substances and dangerous goods 1.7 Obtain and use safety data sheets (SDS) for chemicals to be transported according to health and safety in the workplace procedures and legislative and regulatory requirements
2. Handle and transport chemicals	2.1 Handle, transport and load chemicals according to chemical safety data information, chemical label, legislative and regulatory requirements 2.2 Carry out emergency procedures according to chemical label, SDS and workplace procedures 2.3 Report transport incidents according to workplace procedures and health and safety in the workplace regulations
3. Store chemicals in the workplace	3.1 Select, ensure serviceability, fit and use personal protective equipment according to SDS and chemical label instructions 3.2 Identify chemical storage requirements and store chemicals according to chemical label, safety data information and health and safety in the workplace procedures 3.3 Maintain storage area according to legislative and regulatory requirements, health and safety in the workplace and environmental procedures. 3.4 Dispose of chemicals and chemical waste according to chemical label instructions and environmental regulations 3.5 Monitor chemical expiration dates and dispose of expired chemicals according to chemical label instructions, workplace and legislative and regulatory requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Record storage details	4.1 Maintain register of stored chemicals and SDS according to workplace procedures and legislative and regulatory requirements 4.2 Report storage incidents according to legislative and regulatory requirements and workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Read and interpret SDS, chemical labels, manufacturer instructions, operating instruction and other workplace documentation and consolidates information to safely transport and store chemicals
Writing	• Accurately record and complete organisational records using clear language, correct spelling and terminology when completing transport and storage records
Numeracy	• Perform mathematical calculations to determine chemical weights, volumes and quantities to determine handling and storage requirements
Navigate the world of work	• Take responsibility for following workplace policies, procedures and legislative and regulatory requirements • Identify and implement chemical label requirements for handling and storage
Get the work done	• Take responsibility for planning, sequencing and prioritising tasks required for chemical handling and storage activities • Address problems and initiate standard procedures in response to emergencies applying problem solving processes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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AHCCHM304 Transport and store chemicals Release 3	AHCCHM304 Transport and store chemicals Release 2	Changes to Performance Criteria for clarity. Consolidated where content duplicated. Updated Performance Evidence and Knowledge Evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM304 Transport and store chemicals

Modification History

Release	Comments
Release 3	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.1.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have safely transported and stored chemicals, including:

- identified health and safety hazards, assessed risks and implemented controls
- ensured emergency services contact details are available
- ensured transport vehicle meets regulations and that chemicals were loaded, secured and protected according to regulations and procedures
- ensured emergency equipment and procedures were available
- handled, transported and stored chemicals safely
- carried out emergency procedures safely and according to procedures
- maintained a chemical storage manifest and safety data sheets (SDS) according to legislative and regulatory requirements
- complied with chemical label instructions and SDS for transporting and storage of chemicals and legislative and regulatory requirements
- maintained inventory and records according to workplace procedures and legislative and regulatory requirements
- monitored chemical expiration and disposed of chemicals and waste according to workplace procedures and legislative and regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- chemical labels and SDS their purpose, use and terminology, including:

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  - chemical signs, symbols and coding
  - basic chemical properties and reactivity related to SDS and labels
- legislation and regulations that apply to transporting and storing chemicals, including:
  - transport vehicle requirements
  - information and documentation
  - dangerous and hazardous chemicals
  - placarding requirements
- risk factors including human and animal health and environmental
- processes and procedures for the disposal of excess, unwanted, expired chemicals and chemical waste including industry disposal programs
- health and safety in the workplace requirements including personal protective equipment (PPE) and manual handling
- emergency procedures for spills and accidents
- recording and monitoring of chemical stores including, expiration and disposal procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  - access to storage facility for chemicals
  - access to vehicle for transporting chemicals
- resources, equipment and materials:
  - chemicals
  - PPE
  - materials and equipment to handle, secure and protect chemical loads
- specifications:
  - specific workplace documents, including work instructions and procedures for chemical handling, storage and transport
  - chemical labels and safety data
  - legislation and regulations about handling, storage and transport of chemicals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to safely prepare and apply chemicals for the control of pests, weeds and diseases, using general application equipment.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine the need for chemical use and prepare an application plan	1.1 Identify the pest, weed or disease, and assess the need for control 1.2 Assess the requirement for chemical use 1.3 Assess health and safety hazard, risks and controls for different chemicals

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Confirm requirement for chemical application according to workplace procedures 1.5 Assess off target risk of each application method 1.6 Assess the environmental risk for application method 1.7 Notify stakeholders of intended chemical application according to workplace procedures and legislative and regulatory requirements 1.8 Prepare application plan according to workplace procedures
2. Prepare chemical mixes	2.1 Identify and select chemical required for target according to application plan 2.2 Calculate the volume, rate or dose according to chemical label instructions 2.3 Identify and select application equipment and set-up requirements according to application plan and operator instructions 2.4 Identify hazards, assess risks and implement control measures for application method according to chemical label and health and safety in the workplace procedures 2.5 Identify, select, fit and use personal protective equipment (PPE) according to workplace procedures 2.6 Select appropriate mixing equipment and suitable location to prepare and load chemicals according to workplace procedures 2.7 Prepare chemicals according to chemical label instructions 2.8 Return unused chemical to store and clean preparation equipment and work site of residues and spillage according to chemical label instructions and workplace procedures
3. Calibrate application equipment	3.1 Select application equipment for chemical according to application plan, off target risks and workplace procedures 3.2 Conduct pre-operational checks of application equipment according to operator and maintenance manual 3.3 Calibrate equipment according to operating instructions and application plan 3.4 Load equipment with chemical according to operating instructions and workplace safety procedures
4. Apply chemicals	4.1 Monitor and assess weather conditions and forecasts to ensure effective chemical application according to application plan

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Select, ensure serviceability, fit and use PPE according to chemical label instructions and workplace procedures 4.3 Apply chemical according to label directions and application plan relating to the control of the pest, weed or disease 4.4 Monitor application equipment for correct performance and ensure effective chemicals application according to operating instructions 4.5 Identify health and safety in the workplace hazards and risks and implement controls 4.6 Clean up spills during application according to chemical label instructions and workplace procedures
5. Clean up equipment and complete records	5.1 Clean and decontaminate application equipment according to operator instructions, safety data sheets (SDS) and legislative requirements 5.2 Dispose of chemicals and used containers according to chemical label instructions, SDS and legislative requirements 5.3 Clean and store PPE according to workplace procedures 5.4 Record and report safety and environmental incidents according to workplace procedures and regulatory requirements 5.5 Record details of chemical application according to workplace procedures and legislative requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Read and interpret SDS, chemical labels, operating instruction and other documentation and consolidates information to determine chemical application actions and activity
Writing	• Accurately record and complete organisational records using clear language and terminology
Numeracy	• Perform mathematical calculations to determine rates of application chemical mixtures and calibration of equipment

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Skill	Description
Navigate the world of work	• Take responsibility for following policies, procedures and regulations • Identify and implement chemical label requirements
Get the work done	• Take responsibility for planning, sequencing and prioritising tasks required for chemical application activities

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases	AHCCHM303 Prepare and apply chemicals	Minor change of title for clarity Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated the ability to safely prepare and apply chemicals ensuring they have:

- determined and confirmed the need for chemical application by assessing the infestation, off target risk, and environmental risks
- developed an application plan for chemical application
- identified health and safety hazards, risk and implemented control procedures according to chemical label
- notified stakeholders of planned chemical application
- used personal protective equipment (PPE) according to workplace procedures
- interpreted chemical labels and applied chemical according to safety data sheets (SDS) and application plan
- identified and selected the chemical required for the target and calculated the amount and rates required according to chemical label
- identified and selected application equipment and suitable location, and determined the set up parameters according to application plan and operator instructions
- monitored and assessed weather conditions and equipment performance to ensure effective chemical application
- selected, conducted pre-operational checks according to operator and maintenance manual
- completed at least one calibration activity for application equipment
- prepared and loaded chemicals and returned unused chemicals to store in accordance with label, application plan and workplace procedures
- applied chemicals safely according to chemical labels, regulations and workplace procedures
- complied with chemical labels, SDS, regulations, maintenance manual, environmental procedures, operator instructions and application plan
- cleaned equipment and spills, and disposed of waste according to workplace and environmental procedures

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- maintained records and reported incidents according to workplace procedures and regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- control options when selecting chemicals for pests, diseases and weeds infestations, including:
  - chemical
  - mechanical
  - cultural
  - biological
  - integrated pest management including resistance management principles
- types of pest, diseases and weed their treatment and resistance
- legal implications and requirements of chemical labels and SDS
- stakeholders and required notifications including, neighbours, staff and statutory notifications
- impact of weather factors on the safe and effective application of chemicals
- characteristics of chemicals, their mode of action and relevance to chemical selection and use, including:
  - translocated/systemic
  - contact
  - ingested poison
  - protectant
  - eradicant
  - knock-down
  - residual
  - selective/non selective
- factors that contribute to off target damage, including:
  - physical movement of chemicals (e.g. animals moving baits or soil movement)
  - chemical formulation
  - wind speed and direction
  - temperature and relative humidity
  - temperature inversions
  - controlling off target damage
  - rainfall
  - buffer zones and barriers
- hazards of chemical application, including:
  - human and animal health
  - environmental contamination

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  - residues in environment, plants and animals
  - withholding/re-entry periods
- safety requirements when applying chemicals, including:
  - procedures
  - PPE
  - signage
- safe handling, transporting and storage of chemicals
- preparing chemicals including preparation, compatibility, adjuvants and water quality
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- selecting and operating suitable application equipment
- features, functions and calibration techniques for powered and hand held application equipment, including:
  - pressure and volume of chemical
  - travel speed
  - nozzle identification, selection, operation
- legislation, regulations and licensing requirements in relation to chemical use.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - chemicals
  - PPE
  - application equipment
  - chemical measuring and mixing equipment
- specifications:
  - specific workplace documents, including work instructions and procedures for chemical application
  - chemical labels and SDS
  - regulations about use of chemicals
  - manufacturers' operation and maintenance instructions for equipment
  - access to weather forecasts or means to measure local weather.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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AHCCHM404 Develop procedures to minimise risks in the use of chemicals

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to assess hazards and risks and determine controls and develop procedures to mitigate risks when using chemicals.

The unit applies to individuals who take responsibility for their own work and may provide direction to others. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

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

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify chemical use hazards and risks	1.1 Identify, source and analyse information relating to safe use of chemicals in industry 1.2 Identify steps for the process of using chemicals 1.3 Identify hazards and risks for the process of using chemicals

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Assess risks associated with chemical use and develop control procedures	2.1 Assess risks associated with using chemicals in the workplace 2.2 Develop control measures and emergency action plans to mitigate risk according to workplace procedures and industry best practice 2.3 Develop procedures for risk control for operational activities using chemicals according to industry best practice 2.4 Develop a continuous improvement strategy to address identified deficiencies in risk control procedures
3. Monitor and assess adherence to chemical risk procedures	3.1 Provide personnel with chemical use procedures, instruction and safety equipment, including personal protective eqiupment, for using chemical control strategies 3.2 Monitor and assess personnel performance against procedures for selecting equipment for chemical use 3.3 Monitor and assess personnel performance against procedures for operational activities of chemical use 3.4 Measure the performance of personnel for following risk control procedures according to industry practice
4. Evaluate risk control measures and maintain records	4.1 Develop procedures for evaluating the effectiveness of risk control measures 4.2 Identify shortfalls in procedures and document changes required 4.3 Update procedures to reflect required changes according to industry best practice 4.4 Develop and maintain record systems for risk assessment according to industry best practice and legislative and regulatory requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Critical analysis information and consolidate to determine risks in chemical control procedures

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Skill	Description
Writing	• Develop procedural material using clear and detailed language in order to convey explicit risk control information
Oral Communication	• Present complex information using clear and convincing language, tone and pace appropriate when briefing personnel on procedures
Navigate the world of work	• Work independently or with others in making decisions to achieve organisation outcomes • Contribute to roles and responsibilities of others • Take full responsibility for following policies, procedures and legislative requirements
Interact with others	• Implement strategies for a diverse range of colleagues in order to build rapport and foster strong relationships when instructing and monitoring performance • Elicit feedback and provide feedback to others in order to improve workgroup behaviours and update procedures
Get the work done	• Accept responsibility for planning and sequencing complex tasks and workload • Monitor progress of procedures and reviews and amends them to meet demands and priorities • Apply systematic and analytical decision making processes for complex and non-routine situations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCCHM404 Develop procedures to minimise risks in the use of chemicals	AHCCHM401 Develop procedures to minimise risks in the use of chemicals	Changes to Performance Criteria for clarity Removal of prerequisites units Added PC's in Element 1 and Element 4 Updated Performance Evidence and Knowledge Evidence	Equivalent unit

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Links

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Assessment Requirements for AHCCHM404 Develop procedures to minimise risks in the use of chemicals

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have developed procedures to minimise risks in the use of chemicals, including:

- sourced information and analysed its content for safe chemical use
- identified steps in the chemical use process and identified hazards and risks
- assessed the risks and developed risk control procedures to mitigate the risk for chemical use
- implemented procedures, monitored and evaluated personnel using procedures
- developed a continuous improvement strategy for risk control procedures
- implemented, monitored and evaluated a chemical risk control procedure
- developed and maintained records for risk assessment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- sources of chemical safety information, including:
  - codes of practice
  - legislation and regulations
  - chemical manufacturer labels
  - safety data sheets (SDS)
- industry best practice requirements relating to chemical use
- strategies for identifying hazards, risks and controls
- risk factors, including:
  - human
  - animal health
  - product integrity

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  - weather
  - residues and maximum residue levels
  - spray drift, spillage and environment
- requirements for the disposal of excess chemicals, clearing spillages and equipment clean up
- chemical application equipment capabilities and limitations
- principles and practices of chemical handling, transporting and storage of chemicals and fumigants
- principles and practices of chemical application strategies and equipment including integrated pest management
- operational factors to consider in procedures, including:
  - transport, handling and storage
  - application methods, equipment and personal protective equipment (PPE)
  - cleaning and decontamination
  - disposal of waste
- strategies for instructing personnel, and monitoring and assessing personnel performance
- mandatory and workplace record keeping requirements for chemical storage, disposal, application and safety.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - tools and equipment required to implement the chemical use procedure
  - PPE
- specifications:
  - specific workplace documents including policies and processes
  - manufacturers' operating instructions for equipment and machinery
  - SDS
  - workplace instructions and job specifications
  - chemical information including legislation, codes of practice, manufacturer instructions
- relationships:
  - team member(s).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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AHCCHM405 Plan and implement a chemical use program

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to assess and control the risks associated with chemical use and to plan and implement a program for chemical use.

The unit applies to individuals who take responsibility for their own work and provide direction to others. All work must be carried out to comply with workplace procedures, in accordance with applicable state/territory health and safety in the workplace, pesticide and environmental legislation and codes of practice.

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

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify requirements for chemical use	1.1 Identify, source and interpret information required for planning and implementing a chemical use program 1.2 Assess the need for chemical use as an option 1.3 Ensure that personnel are adequately trained in chemical use according to workplace procedures

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Assess risks and develop control procedures	2.1 Identify hazards, assess risks and develop control measures and emergency action plans for chemical use operational activities 2.2 Assess weather conditions and forecasts to determine implications for off target contamination 2.3 Assess the sensitivity of target area and impact of chemical on the environment according to chemical label instructions and safety data sheets (SDS) 2.4 Assess the risk to human and animal health according to chemical label instructions and SDS 2.5 Analyse assessments and document risk control procedures for the chemical application plan according to workplace procedures
3. Develop an operational and maintenance program for chemical use	3.1 Determine chemicals to be used according to workplace pest management strategy 3.2 Calculate mixing requirements for chemicals according to chemical label instructions and workplace procedures 3.3 Document operational checks and calibration requirements of equipment according to operators instructions and manufacturer specifications 3.4 Develop and implement an operational and maintenance strategy for application equipment and personal protective equipment according to health and safety practices 3.5 Document operational and maintenance procedures for chemical application plan according to workplace protocols
4. Implement and monitor chemical application plan	4.1 Provide personnel with chemical use procedures, and instruction on safety equipment for chemical application plan 4.2 Monitor adherence with safe practice for preparation and application of chemicals according to chemical application plan 4.3 Monitor adherence to procedures for handling, transport, storage, decontamination and disposal of chemicals according to chemical application plan 4.4 Monitor adherence to maintenance procedures according to chemical application plan 4.5 Monitor adherence to residue procedures for product and environment according to chemical application plan
5. Finalise work	5.1 Ensure excess chemicals are disposed of according to waste

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
activities in accordance with chemical application plan	management and environment procedures 5.2 Ensure required records are completed according to operational and workplace, health and safety procedures
6. Evaluate chemical application plan and records for continuous improvement	6.1 Develop procedures for evaluating the effectiveness of chemical application plan 6.2 Identify and document shortfalls in chemical application plan 6.3 Develop a continuous improvement strategy to rectify the chemical application plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Critically analyse and consolidate information to determine chemical control procedures and develop chemical application plan
Writing	• Develop procedural material using clear and detailed language in order to convey explicit risk control information
Oral Communication	• Present complex information using clear and convincing language, tone and pace appropriate when briefing personnel on chemical application plan
Navigate the world of work	• Work independently or with others in making decisions to achieve organisation outcomes • Contribute to roles and responsibilities of others through implementation of plans • Take full responsibility for following policies, procedures and legislative requirements
Interact with others	• Implement strategies for a diverse range of colleagues in order to build rapport and foster strong relationships when instructing and monitoring performance • Elicit feedback and provides feedback to others in order to improve workgroup behaviours and update plans

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Skill	Description
Get the work done	• Accept responsibility for planning and sequencing complex tasks and workload • Monitor progress of procedures and reviews and amends them to meet demands and priorities • Apply systematic and analytical decision making processes for complex and non-routine situations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCCHM405 Plan and implement a chemical use program	AHCCHM402 Plan and implement a chemical use program	Changes to Performance Criteria for clarity and added PC in Element 6. Removal of prerequisite units Updated Performance Evidence and Knowledge Evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM405 Plan and implement a chemical use program

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have planned and implemented a chemical use program, including:

- sourced information and analysed its content for chemical application
- assessed the need for chemical use and ensured personnel are adequately trained in chemical use according to workplace procedures
- identified hazards, risks and provided controls, including personal protective equipment (PPE) for chemical application and off target impact
- assessed weather conditions and environmental sensitivity of the site
- documented chemical application and maintenance procedures according to workplace protocols
- determined chemicals required and mixing requirements according to workplace procedures and chemical label instructions
- develop a continuous improvement strategy to minimise risk
- communicated chemical application plan to personnel
- implemented procedures and monitored and evaluated personnel according to chemical application plan
- developed a continuous improvement strategy for chemical application plan
- implemented, monitored and evaluated a chemical application plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- source of information for developing plans, including:
  - legislation and regulations
  - codes of practice
  - chemical labels

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  - safety data sheets (SDS)
- industry requirements relating to chemical use
- strategies for identifying hazard, risks and controls
- risk factors, including:
  - human
  - animal health
  - product integrity
  - weather
  - residues and maximum residue levels
  - off target damage, spillage and environment
- principles of transport, handling and storing chemicals
- requirements for the disposal of excess chemicals, clearing spillages and equipment clean up
- chemical application equipment capabilities, limitations and calibration
- mixing chemicals, including:
  - rates
  - mixing order if more than one chemical
  - adjuvants
  - water quality
- life cycle of a variety of pests and the target stages
- implications of pest resistance to chemicals
- principles and practices of chemical application strategies and equipment including, integrated pest management and animal health strategies
- preparation and documentation of strategic plans and procedures
- signs of pest damage and signs of beneficial organisms
- operational factors to consider in a procedures, including:
  - transport, handling and storage
  - application methods, equipment and PPE
  - cleaning and decontamination
  - disposal of waste
- emergency procedures including first aid
- strategies for instructing personnel, and monitoring and assessing personnel performance
- mandatory and workplace record keeping requirements for chemical storage, disposal, application and safety.

Assessment Conditions

Competency is to be assessed in the workplace OR simulated environment that accurately reflects performance in a real workplace setting.

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - tools and equipment required to implement the chemical application program
  - PPE
  - chemicals and relevant weighing and mixing equipment
- specifications:
  - specific workplace documents including policies and processes
  - manufacturers' operating instructions for chemicals, equipment and machinery
  - SDS
  - workplace instructions and job specifications
  - chemical information including legislation, codes of practice, chemical label instructions
- relationships:
  - team member(s) or work crew
- timeframes:
  - schedules and planned completion dates for a chemical application plan.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM501 Develop and manage a chemical use strategy

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop and manage a chemical use strategy, including assessment of the risk of chemical transport, storage and handling.

The unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate a deep understanding in a specific technical area.

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

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and evaluate need for chemical use	1.1 Evaluate pest control strategies and their relevance to workplace requirements 1.2 Identify, assess and incorporate external factors that influence the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	chemical use strategy according to workplace conditions, legislation and codes of practice 1.3 Document requirements for chemical use strategy according to workplace requirements, legislation and codes of practice 1.4 Identify and review available chemicals and their methods of application and assess the relevance to the workplace requirements
2. Develop a chemical use risk management strategy	2.1 Identify and assess health and safety in the workplace hazards in the handling, transportation and storage of chemicals 2.2 Identify and document risk factors associated with the use of chemicals 2.3 Identify health and safety in the workplace hazards, risks and develop control measures according to regulatory requirements 2.4 Develop a risk management strategy for chemical use according to legislation and workplace principles 2.5 Research and document insurance cover for intended chemical use according to workplace guidelines
3. Develop and implement procedures for chemical management and use	3.1 Develop procedures for management and use of chemicals according to workplace guidelines 3.2 Develop and document procedures for risk control measures according to workplace guidelines 3.3 Develop and document procedures for communicating with stakeholders according to workplace guidelines 3.4 Distribute information on procedures for chemical management and use to stakeholders
4. Identify training and supervision needs and solutions for chemical use in the workplace	4.1 Develop a strategy for training, assessing and supervising personnel involved in chemical use according to workplace guidelines 4.2 Organise and provide suitable training and assessment for implementation of chemical use strategy
5. Monitor and evaluate the implementation of a chemical use strategy	5.1 Monitor the implementation of the chemical use strategy according to regulatory requirements and workplace procedures 5.2 Evaluate the effectiveness of the chemical use strategy and identify underperformances 5.3 Rectify underperformances in implementation according to workplace policies and procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Organise, evaluate and critique ideas and information from a wide range of complex texts
Writing	• Prepare strategies expressing ideas, exploring complex issues and construct logical, succinct and accurate procedures
Oral Communication	• Establish and maintain complex and effective communications with key stakeholders
Navigate the world of work	• Work autonomously making high level decisions to achieve and improve organisational strategies • Develop and implement strategies that ensures organisational policies, procedures and regulatory requirements are being met
Interact with others	• Develop and implement communications strategies with internal and external persons in order to build rapport • Use a variety of relevant communication tools and strategies in building and maintaining effective working relationships
Get the work done	• Plan strategic priorities and outcomes within a flexible, efficient and effective context in a diverse environment exposed to competing influences • Identify key factors that impact on decisions and their outcomes, drawing on experience, competing priorities, and decision making strategies

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCCHM501 Develop and manage a chemical use strategy Release 2	AHCCHM501 Develop and manage a chemical use strategy Release 1	Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM501 Develop and manage a chemical use strategy

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have developed and managed a chemical use strategy, including:

- evaluated pest control strategies for workplace requirements
- identified, assessed and incorporated external factors, legislation, codes of practice and industry requirements into chemical use strategy
- reviewed available chemicals and their method of application and assessed their relevance to the workplace
- identified and assessed hazards and risks and developed control measures for a risk management strategy according to legislation and workplace guidelines
- researched and documented insurance cover for chemical use in the workplace
- developed procedures for management and use of chemicals according to workplace guidelines, including:
  - risk control measures
  - communication strategy to inform stakeholders of the chemical use strategy
- developed procedures that comply with legislation and workplace guidelines
- distributed information on procedures for chemical management to stakeholders
- developed and implemented a strategy for upskilling and supervising personnel for chemical use
- monitored the implementation of the chemical use strategy and evaluated and rectified underperformances, according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- principles of a chemical control strategies, including:
  - relevant legislation, codes of practice and industry requirements covering health and safety in the workplace, hazardous substances, environment and food safety
  - workplace and regulatory requirements and options for the keeping of records
  - documentation
- hazards to human health, agricultural produce, and all aspects of the environment and non-target species of flora and fauna associated with the transport, storage, handling, application and disposal of chemicals, including:
  - routes of entry of chemicals into the body and the implications of this on chemical use management strategies
  - safety procedures including the maintenance, use, fit and decontamination of personal protective equipment (PPE)
  - monitoring of staff health exposed to chemicals according to regulatory requirements
  - emergency procedures for safety incidents involving chemicals
  - purpose and role of chemical labels and safety data sheets (SDS) in determining chemical transport, storage, handling, application and disposal procedures and practices to all staff
- external factors that affect chemical use, including:
  - influence of meteorological factors (wind, temperature, humidity, rain) on quality of chemical application, drift potential, effectiveness and efficacy of use
  - elements of a spray drift management strategy including measures to assess the potential for spray drift and prevent or control its occurrence
- pest control strategies and their benefits in terms of risk management and evaluation, including:
  - chemical
  - biological
  - cultural
  - Integrated Pest Management
  - Integrated Resistance Management
  - Integrated Animal Health Management
  - off-label chemical application and procedures
- equipment required, calibration and operation
- principles of residue effects and their management, including:
  - persistence in soil and water
  - accumulation in agricultural produce
  - rate of breakdown of residues in produce and in the environment
  - withholding periods
  - ways in which residues can occur
  - maximum residue levels
  - movement of and persistence and degradation of different types of chemicals
  - industry waste agreements

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- source and purpose of insurance for use, transportation and storage of chemicals
- communication and negotiation strategies with stakeholders including community, workers and management, including informing on:
  - staff responsibilities
  - how to act in an emergency
  - neighbours when chemical spraying is planned
  - make agencies aware when accidents occur
- types of training needs including internal and external
- monitoring methods and procedures including periodical reviews of procedures, workplace records.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace with pest control requirements personnel and physical resources to implement and monitor chemical use strategy or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - chemicals and spray equipment appropriate to control strategy
  - PPE
- specifications:
  - workplace documents including policies, procedures and processes to help formulate the chemical use strategy
  - manufacturers' operating and calibration instructions for equipment used in implementation to inform the procedures within the strategy
  - SDS
  - workplace instructions and procedures for implementing chemical use strategy
  - specific legislation, regulations and codes of practice
- relationships:
  - work team tasked with chemical control activities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCFAU201 Recognise fauna

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to recognise and record fauna that are commonly encountered when undertaking agricultural, horticultural and land management activities.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Fauna (FAU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for fauna recognition	1.1 Identify and select processes for fauna recognition 1.2 Identify fauna according to workplace requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Identify and select resources and equipment required for identification activity 1.4 Determine location for observations of fauna 1.5 Organise and arrange resources for fauna recognition process 1.6 Use surveillance techniques suitable for approaching fauna and reduce environmental impact 1.7 Follow workplace health and safety procedures for fieldwork
2. Recognise specified fauna	2.1 Recognise and name fauna according to their characteristics 2.2 Record descriptions of fauna habits, characteristics and significant features according to workplace procedures 2.3 Seek advice in the identification process according to workplace procedures 2.4 Ensure observation activities comply with animal welfare codes of practice
3. Complete identification of fauna	3.1 Record fauna sightings in reference collection 3.2 Update field notes for new fauna sightings 3.3 Report notifiable fauna to supervisor according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interprets textual information from sources to identify relevant and key information for fauna recognition
Writing	• Documents outcomes of observations using correct and industry specific terminology
Navigate the world of work	• Complies with explicit workplace procedures and animal welfare codes of practice

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Skill	Description
Get the work done	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCFAU201 Recognise fauna Release 2	AHCFAU201 Recognise fauna Release 1	Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCFAU201 Recognise fauna

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have recognised fauna in the field, including:

- accessed a natural area in a manner suitable to observe fauna causing minimal disruption and damage to the environment
- identified and selected processes, situations, equipment and resources for observation of fauna
- observed and record the details of observations according to enterprise requirements
- recognise fauna according to characteristics
- followed workplace procedures and supervisor instructions for identifying, recognising and recording fauna
- applied work health and safety policies and procedures to fauna observation activities
- applied animal welfare practices when observing fauna
- prepared documentation relevant to fauna observations and identification.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices for identifying fauna, including:
  - identification techniques and resources
  - fauna behaviour
  - fauna habitats
  - tracks, scats and traces
  - typical characteristics of fauna
- nomenclature and naming conventions
- techniques for observing, identifying and reporting fauna

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- purposes for observing and monitoring fauna
- workplace health and safety procedures when conducting observations
- procedures for reporting rare, uncommon or notifiable fauna
- animal welfare and environmental codes of practice relevant to the observation of fauna.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated where target fauna species inhabit or an environment that accurately represents these conditions
- resources, equipment and materials:
  - target fauna
  - tools and equipment required for fauna observations
  - personal protective equipment required while conducting observations
- specifications:
  - workplace policies, procedures, processes and instructions
  - specifications for fauna recognition activity
  - legislation/codes of practice relevant to fauna and environment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCILM201 Maintain cultural places

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to maintain Indigenous cultural places according to Community guidelines and cultural protocols.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. This includes undertaking defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess maintenance work required	1.1 Identify works required under the management plan and enterprise procedures 1.2 Identify machine, equipment and materials necessary to carry out maintenance works 1.3 Estimate materials required for maintenance work

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Element	Performance criteria
2. Prepare for maintenance	2.1 Organise machine, equipment and materials to carry out maintenance works 2.2 Prepare and assemble safety equipment and materials
3. Maintain condition of place	3.1 Undertake maintenance work according to work programs and work health and safety policies and procedures 3.2 Report presence of threats 3.3 Report evidence of deterioration and wear 3.4 Clean up site on completion of maintenance works
4. Protect cultural place	4.1 Report any evidence of damage to place to supervisor 4.2 Report any breach of legislation or enterprise regulations to supervisor 4.3 Maintain protective barriers and signs

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM201A Maintain cultural places.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCILM201 Maintain cultural places

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the level of work required to maintain the cultural place
- prepare for and carry out maintenance activities in accordance with organisational, cultural and environmental requirements
- report deterioration or damage to place to supervisor
- report incidents of breaches of legislation including vandalism
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- potential threats to area
- techniques of site maintenance and protection
- range of maintenance works undertaken on cultural sites
- enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents

Assessment Conditions

Assessment must comply with Community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCILM202 Observe and report plants or animals

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to observe, record and report on the presence of plants or animals against criteria provided by a supervisor or as required under legislation or regulations.

All work is performed according to Community guidelines and cultural protocols.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. This includes undertaking defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan and organise observations	1.1 Prepare a defined process for observation and seek agreement from supervisor 1.2 Obtain equipment for observation 1.3 Note requirements of legislation, protection agreements and enterprise procedures for species
2. Collect and record information	2.1 Identify and record presence of plants or animals, according to enterprise requirements 2.2 Collect plants or animal samples according to enterprise requirements and animal welfare codes of practice, where applicable 2.3 Follow protection and quarantine requirements under legislation, protection agreements and enterprise procedures for biosecurity 2.4 Make sure observation activities minimise degradation and disturbance to the environment, plants and animals 2.5 Carry out observation activities in accordance with work health and safety policies and procedures
3. Report data	3.1 Record and organise information on observed plants or animals according to enterprise recording and database arrangements 3.2 Communicate information to supervisors 3.3 Plot and describe locations of an organism using maps, Global Positioning System (GPS) and grid references

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM202A Observe and report plants and/or animals.

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Assessment Requirements for AHCILM202 Observe and report plants or animals

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- observe and accurately identify species of animals or plants in a natural area
- record and report observations in required format
- carry out a survey of plants and animals in a natural area in a manner that minimises disruption or degradation to the environment
- apply work health and safety practices in the context of own work
- use maps or GPS to accurately plot or describe locations

Knowledge Evidence

The candidate must demonstrate knowledge of:

- criteria used to group species
- common, Indigenous and scientific names of plants or animals
- biological species occurring in the study area
- undesirable plants (weeds) and animals
- the basic requirements for ensuring the welfare of animals included in the observation activity described in the relevant Codes of Practice, if animals are being observed

Assessment Conditions

Assessment must comply with community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for assessment.

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AHCILM203 Record information about Country

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to record information and knowledge on Country from both an Indigenous and non-Indigenous perspective according to Community guidelines and cultural protocols.

This unit applies to working individually and also within a hierarchy of management and with others in a culturally appropriate way.

Individuals undertake defined activities and work in a structured context exercising limited autonomy with some accountability for own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Collect information	1.1 Determine boundaries and extent of Country

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Element	Performance criteria
	1.2 Identify and record plant and animal species by Indigenous or common name 1.3 Identify and record special features and sites of Country 1.4 Determine relationships of plants and animals from Indigenous land and sea management and cultural perspectives 1.5 Collect information on relevant management practices for Country 1.6 Determine history of dispossession from Community sources and available literature 1.7 Determine simple food chains relevant to Country 1.8 Follow work health and safety policies and procedures when collecting information on Country
2. Review changes	2.1 Identify environmental changes since dispossession and the impacts of these changes on plant and animal communities 2.2 Document environmental trends and the impacts to Country 2.3 Record land and sea management practices that address environmental change
3. Document information	3.1 Record historical and cultural information about Country 3.2 Provide access to information to those who are authorised according to Community guidelines and protocols 3.3 Recognise and record ownership of information 3.4 Document conditions and parameters for using information

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM203A Record information about country.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCILM203 Record information about Country

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- record details of plant and animal species according to enterprise procedures
- record information on Indigenous culture and history for Country
- document environmental changes and trends according to enterprise procedures
- collect and use information according to Community guidelines and protocols
- complete all documentation to enterprise standards, using Indigenous names or standard industry terminology, where appropriate
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- designated areas and features of Country
- local Indigenous or common names for plants and animals
- relationships between plants and animals and Indigenous culture
- protocols and customs relating to disclosure of knowledge about Country

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

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Links

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AHCILM308 Identify traditional customs and land rights for an Indigenous Community

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to identify and propose the use of traditional customs by Indigenous people in caring for Country. All work is performed according to Community guidelines and cultural protocols.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify the role of traditional customs in Indigenous Communities	1.1 Identify traditional customs of the Community related to own work 1.2 Identify traditional gender-specific roles that relate to Indigenous land management practices

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Element	Performance criteria
	1.3 Identify changes that have occurred in traditional customs related to management of Country since European settlement
2. Outline impact of native title rights and interests recognised under non-Indigenous law	2.1 Outline briefly the process to be followed in applying for native title 2.2 Provide an overview to Community members of the difference between native title rights and land rights 2.3 Identify the type of rights the Community has, or wants for a particular land or site 2.4 Identify organisations or groups who can provide advice relating to native title land claims
3. Propose appropriate applications of traditional customs	3.1 Identify examples of successful native title applications 3.2 Identify the traditional customs used for decision making processes in the Community 3.3 Determine traditional activities or sacred sites relevant to native title land

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCILM308 Identify traditional customs and land rights for an Indigenous Community

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify the role of traditional customs in Indigenous Communities
- outline impact of native title rights and interests recognised under non-indigenous law
- propose appropriate applications of traditional customs

Knowledge Evidence

The candidate must demonstrate knowledge of:

- cultural customs and heritage for the Community
- sources for legal advice on native title rights and interests
- outline of process required to apply for native title rights
- traditional customs for decision making
- gender roles of Community for land management practices

The candidate must demonstrate a basic understanding of relevant state land and resources acts/legislation.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

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AHCLPW305 Perform diving for scientific purposes

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to dive to support scientific research, monitoring and inspection roles associated with places or areas of significance.

All work is undertaken to legislative, manufacturer, enterprise and code of practice requirements.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

This unit requires compliance with the current Australian Standard for Occupational Diving Operations: Scientific Diving.

Dive certificates and licensing apply for this unit and specific determination should be sought from the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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Element	**Performance criteria**
essential outcomes.	achievement of the element.
1. Plan diving operations	1.1 Determine dive objectives 1.2 Assess number and type of dives to develop a dive program that will meet objectives 1.3 Determine equipment and personnel required for dive operations 1.4 Consult appropriate people about the dive objectives and proposed program
2. Prepare for diving operations	2.1 Obtain equipment and personnel required for dive operations 2.2 Obtain appropriate notification and consents for dive plans 2.3 Check equipment condition 2.4 Send faulty equipment for repair or replacement 2.5 Assess requirements for and source consumables 2.6 Check personnel for competence and possession of a current medical clearance 2.7 Develop safety and emergency procedures for the dive program 2.8 Conduct a safety hazard analysis and risk assessment
3. Conduct dive	3.1 Establish communications procedures for all dives 3.2 Perform pre-dive checks 3.3 Complete assessment of environmental factors before entering the water 3.4 Conduct dives within the parameters of the special dive plan, including entry, descent, working on dive objective and exit 3.5 Amend dive procedures within enterprise requirements, codes of practice and personal authority in light of dive conditions, and any changes to dive objectives 3.6 Monitor dive conditions and suspend or cancel dives where safety or equipment operation considerations warrant 3.7 Suspend dives where personnel have completed allowed number of dives according to no-decompression limit tables 3.8 Remove equipment from site at completion of dives 3.9 Log dives Carry out dives according to Australian Standard
4. Debrief diving team	4.1 Review procedures and outcomes after dive 4.2 Amend procedures and dive plans 4.3 Record dive debriefing
5. Check and store equipment	5.1 Check dive equipment for condition and operation 5.2 Send faulty equipment for repair or replacement 5.3 Test and store equipment

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Element	Performance criteria
	5.4 Record equipment use
6. Review diving program	6.1 Review dive plan in light of debriefing, outcomes achieved, risk assessments and safety analysis and future requirements 6.2 Record and report review conclusions
7. Respond to diving incidents	7.1 Monitor dive operations to identify potential or actual incidents 7.2 Suspend or cancel dive operations where potential or actual maladies have been identified 7.3 Ensure a rescue plan has been developed for all dives and that the plan has been communicated to the dive team as part of the pre-dive briefing 7.4 Apply diver first aid to injured or distressed personnel 7.5 Notify emergency authorities where assistance is required 7.6 Review procedures and dive plan in light of risks identified and potential or actual malady 7.7 Record all incidents on the enterprise register

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLPW305A Perform diving for scientific purposes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCLPW305 Perform diving for scientific purposes

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan to carry out a dive
- prepare to dive
- carry out pre-dive checks and safety risk assessments
- monitor dive conditions, respond to incidents and amend dive procedures if necessary
- debrief dive team
- store diving equipment
- dive safely and according to organisational policies and procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- interpretation of no-decompression limit tables to determine maximum length and number of dives allowed
- the physics of diving
- dive equipment
- safety risks associated with scientific dives
- dive planning
- Australian Standards for occupational diving
- rescue procedures
- oxygen administration procedures
- agency standing orders for notification
- emergency service procedures
- dive communication procedures and equipment

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCLSK304 Carry out post-mortem examination of livestock

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to carry out post-mortem examination of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities, work in a range of known contexts and use discretion and judgement in the selection and use of available resources

Individuals must comply with national and local regulations for disposal of the carcass.

Individuals must comply with regulations for sending of biological samples by post.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Element	Performance criteria
1. Prepare to conduct post-mortem / necropsy	1.1 Select site for post-mortem, ensuring compliance with biosecurity and environmental requirements 1.2 Prepare the site to be used for the post-mortem 1.3 Obtain and collate all relevant preliminary information about the carcass to be examined 1.4 Identify work health and safety and biosecurity hazards, assess risks and take appropriate action 1.5 Select and use personal protective equipment 1.6 Obtain and prepare required equipment and resources 1.7 Move the animal to be examined to the post mortem area using appropriate manual lifting techniques and equipment 1.8 Seek expert assistance if required
2. Carry out post-mortem examination	2.1 Carry out external assessment and note outward signs of disease or injury 2.2 Seek expert advice and assistance before proceeding where unusual symptoms are present 2.3 Perform post mortem of the carcass in a systematic and safe manner using appropriate techniques and equipment, without causing artificial damage to organs and tissues 2.4 Examine organs, tissues and joints 2.5 Take samples of organs and tissues where appropriate, and place in properly labelled containers to meet laboratory requirements 2.6 Record relevant data and details of the post mortem examination and suggest the cause of death where possible
3. Carry out post necropsy procedures	3.1 Dispose of carcass and biological materials using appropriate equipment and comply with biosecurity and environment al requirements, and national and local regulations for carcass disposal 3.2 Send labelled and packaged samples to the laboratory for analysis and comply with regulations for sending biological samples by post 3.3 Collate all information about the livestock examined and the records made during the post-mortem, and forward to supervisor or veterinarian for analysis and establishing a diagnosis 3.4 Clean and disinfect all equipment used and store appropriately 3.5 Clean and disinfect site used for the post-mortem 3.6 Disinfect disposable personal protective equipment before disposing them 3.7 Wash hands and exposed body areas thoroughly 3.8 Change clothing and place in appropriate bin for laundering and disinfect boots

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK304A Carry out post-mortem examination of livestock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCLSK304 Carry out post-mortem examination of livestock

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for post mortem, ensuring appropriate handling and use of equipment, personal protective equipment and disinfectants
- identify work health and safety and biosecurity hazards and implement risk controls
- handle carcasses safely and appropriately
- perform external examination and post mortem examination of carcass
- dispose of carcass appropriately
- carry out post necropsy procedures of cleaning and disinfection of equipment, post mortem site and personal protective equipment
- prepare biological samples for sending to the laboratory where appropriate
- carry out procedures for personal hygiene
- apply relevant work health safety environmental and biosecurity requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- sequence of actions in conducting a post mortem examination
- appropriate handling and use of post mortem equipment, personal protective equipment and disinfectants
- requirements for correct preparation, labelling and packaging of biological samples
- anatomy and physical features of the species being examined
- common causes of death for the species being examined
- typical signs of pathology in major organs
- typical symptoms and clinical signs of notifiable diseases in the relevant species

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- relevant work health and safety environmental and biosecurity requirements, and carcass disposal regulations

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on a livestock carcass:

- carry out post mortem examination

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCMOM402 Supervise maintenance of property, machinery and equipment

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to identify, implement and supervise the maintenance requirements of property, machinery and equipment for an enterprise.

The unit applies to individuals who apply specialised skills and knowledge to supervising the maintenance of property, machinery and equipment and have responsibility for the output of others. This includes applying and communicating non-routine technical solutions to predictable and unpredictable problems.

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

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare maintenance	1.1 Identify maintenance requirements for property, machinery and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
plan	equipment from relevant information sources 1.2 Check maintenance requirements against warranty, insurance agreements and indemnity provisions 1.3 Identify and quantify total maintenance costs 1.4 Develop a maintenance plan to promote and sustain performance and production systems in line with workplace requirements 1.5 Establish an effective workplace communication strategy that refers to the maintenance plan and includes workplace environmental, health and safety procedures
2. Implement maintenance plan	2.1 Identify, secure and include resource, supply and operational requirements in workplace budgets 2.2 Communicate maintenance schedules and procedures to staff, contractors and suppliers 2.3 Implement and schedule a maintenance plan to minimise disruption to workplace operations 2.4 Assess potential risks with regard to staff and supply problems, and prepare contingency plans accordingly 2.5 Align tasks required to staff capability and provide training where required 2.6 Confirm machinery and equipment is operated to manufacturer specifications and workplace environmental and health and safety procedures
3. Monitor maintenance plan	3.1 Monitor maintenance activities and performance against maintenance plan for efficiency and effectiveness 3.2 Monitor and control workplace hazards and environmental implications associated with maintenance procedures according to health and safety procedures 3.3 Monitor and control costs within workplace budget requirements 3.4 Document relevant information with regard to the maintenance plan according to workplace procedures 3.5 Ensure property, machinery and equipment are maintained in clean and safe operational condition

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Identify and interpret information regarding maintenance requirements for property, machinery and equipment • Interpret warranty, insurance agreements and indemnity provisions to confirm information related to maintenance requirements for property, machinery and equipment
Writing	• Complete maintenance plan and schedule to include maintenance requirements and costs
Oral communication	• Initiate discussions with staff, contractors and suppliers, using clear language to communicate maintenance schedules and procedures
Numeracy	• Estimate and calculate maintenance and repair costings of property, machinery and equipment maintenance • Monitor costs against budget
Navigate the world of work	• Identify and describe own workplace requirements, including safety requirements, associated with own role and area of responsibility • Monitor self and others adherence to workplace requirements including safety requirements
Interact with others	• Use appropriate language and communication skills to disseminate information about maintenance schedules and procedures within the work team

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCMOM402 Supervise maintenance of property, machinery and equipment Release 2	AHCMOM402 Supervise maintenance of property, machinery and equipment Release 1	Minor changes to performance criteria and foundation skills	Equivalent unit

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Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCMOM402 Supervise maintenance of property, machinery and equipment

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has implemented and supervised the range of maintenance programs covering property, machinery and equipment that are required to be performed in an agriculture/horticulture industry enterprise, and has demonstrated the following on at least one occasion:

- identified potential workplace hazards and implemented control measures
- planned, costed and scheduled maintenance requirements
- allocated resources
- monitored and controlled costs within workplace budget requirements
- dealt with contingencies and rescheduled maintenance where necessary
- established and monitored performance targets for maintenance team
- monitored and reported on performance of maintenance activities
- ensured property, machinery and equipment are maintained in clean and safe operational condition
- communicated effectively with work team, contractors and management
- monitored health and safety in the workplace and adherence to environmental procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types of maintenance requirements with regard to property, machinery and equipment
- maintenance and servicing cycles for property, machinery and equipment
- maintenance planning, scheduling and budgeting
- warranty, insurance agreements and indemnity provisions applicable to property, machinery and equipment maintenance

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- workplace procedures applicable to health and safety in the workplace and property, machinery and equipment maintenance.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - warranties, insurance agreements, and indemnity provisions
  - property, machinery and equipment maintenance plans and schedules
  - property, machinery and equipment budgets
- specifications:
  - property maintenance schedule
  - machinery and equipment operation and maintenance manual and manufacturer specifications
  - workplace procedures applicable to health and safety in the workplace and property, machinery and equipment maintenance
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCMOM501 Manage machinery and equipment

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to coordinate, monitor and review the operation and maintenance of machinery and equipment for an enterprise.

This unit applies to individuals who apply specialised skills and knowledge to the management of machinery and equipment, and take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

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

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate machinery and equipment usage	1.1 Review and match operations of available machinery and equipment to production processes 1.2 Calculate operation and servicing costs of machinery and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment to determine total purchasing price 1.3 Estimate productivity returns from machinery and equipment to identify benefit to production processes 1.4 Monitor machinery and equipment replacement cycles to identify improvement options and maximise the life cycle of components 1.5 Acquire machinery and equipment through appropriate procurement options
2. Coordinate machinery and equipment maintenance	2.1 Identify and schedule maintenance and service cycles to ensure servicing is according to manufacturer specifications and production processes 2.2 Cost and arrange storing and housing of machinery and equipment 2.3 Document and record operational and service history 2.4 Identify and assess risks and hazards to health and safety in the workplace and review and record risk controls 2.5 Provide, maintain and store suitable personal protective equipment according to workplace health and safety procedures 2.6 Develop and monitor repair and maintenance routines according to manufacturer specifications and workplace health and safety procedures
3. Monitor operation	3.1 Make available for use, maintain and dispose of consumables and operational support materials according to workplace procedures 3.2 Monitor adherence to health and safety in the workplace and environmental practices according to workplace procedures 3.3 Ensure operational procedures are clear, documented and followed according to manufacturer specifications and workplace procedures 3.4 Provide operators with instructions and supervision according to health and safety standards and efficient workplace practices

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Identify and interpret information regarding maintenance requirements for machinery and equipment
Writing	• Document plans and prepare written reports for workplace personnel regarding machinery and equipment operation
Oral communication	• Initiate discussions with staff, contractors and suppliers, using clear language to communicate machinery and equipment maintenance schedules and workplace procedures • Use clear communications with management to discuss estimates, servicing costs and budget
Numeracy	• Estimate and calculate resources, machinery and equipment costs and servicing costs
Navigate the world of work	• Identify and describe own workplace requirements associated with own role and area of responsibility • Monitor self and others adherence to workplace requirements including safety requirements
Interact with others	• Use appropriate language and communication skills to disseminate information within work team • Provide instruction, supervision and mentoring to the work team

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCMOM501 Manage machinery and equipment Release 2	AHCMOM501 Manage machinery and equipment Release 1	Minor changes to performance criteria and foundation skills	Equivalent unit

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCMOM501 Manage machinery and equipment

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that individual has coordinated, monitored and reviewed the operation and maintenance of machinery and equipment for an enterprise and has demonstrated the following on at least one occasion:

- identified potential workplace hazards and implemented safe working systems for machinery and equipment operation
- monitored machinery and equipment operations for a workplace
- evaluated machinery and equipment requirements for a workplace
- developed machinery and equipment operation and maintenance procedures according to health and safety guidelines, manufacturer specifications, workplace procedures and hazardous substances legislation
- scheduled, supervised and recorded the service and maintenance of machinery and equipment
- monitored machinery and equipment operations and maintenance requirements, and reviewed risk assessments periodically to ensure a safe operating environment
- communicated effectively with staff
- assessed staff capability in machinery maintenance and operation, and provided supervision and mentoring.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- servicing and maintaining machinery and equipment within area of responsibility
- methods of calculating the cost of machines and their contribution
- training and instruction techniques for directing the learning of staff

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- hazard identification, risk assessment and procedures for developing risk controls
- workplace procedures, legislation and regulation requirements applicable to machinery and equipment maintenance and management
- environmental legislation applicable to maintenance of machinery and equipment, disposal of waste and hazardous substances
- workplace procedures applicable to health and safety in the workplace and machinery and equipment management.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - machinery and equipment maintenance plans and schedules
  - machinery and equipment budgets
- specifications:
  - machinery and equipment operation and maintenance manual and manufacturer specifications
  - workplace procedures and health and safety in the workplace procedures, legislation and regulation applicable to machinery and equipment maintenance and management
  - legislation and regulation requirements applicable to machinery and equipment management
  - environmental legislation applicable to maintenance of machinery and equipment, disposal of waste and hazardous substances
- relationships:
  - team members
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNAR202 Maintain wildlife habitat refuges

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to maintain wildlife habitats and refuges to protect desirable animal species from predators.

All work is undertaken in accordance with statutory and local authority requirements.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess the scope of the	1.1 Identify species to be protected and determine their behaviour

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Element	Performance criteria
refuge maintenance job	pattern 1.2 Identify characteristics of refuges required for target species 1.3 Determine locations of refuges 1.4 Estimate time to complete the work 1.5 Identify environmental risks associated with the work 1.6 Determine vehicles, equipment and materials required to complete the work
2. Prepare for the refuge maintenance job	2.1 Determine location and boundaries for the wildlife habitat refuge maintenance job in accordance with the pest management strategy and monitoring program 2.2 Conduct safety risk assessment and apply work health and safety policies and procedures 2.3 Take precautions to minimise environmental and biosecurity risks associated with the work 2.4 Check vehicles, equipment and materials for serviceability and cleanliness in accordance with manufacturer specifications and relevant enterprise policies
3. Maintain wildlife habitat refuges for protection of desirable species from predators	3.1 Operate vehicles and equipment in accordance with manufacturer and organisational procedures 3.2 Maintain wildlife habitat refuges in accordance with industry practice and environmental statutory requirements 3.3 Implement strategies to control vertebrate pests in a wildlife habitat 3.4 Identify harbours used by pest animals and notify supervisor 3.5 Dispose of debris from site in accordance with industry practice and environmentally sustainable and work health and safety policies and procedures
4. Clean and store equipment and material	4.1 Clean and store equipment and materials to enterprise and environmental standards in order to maintain biosecurity of area 4.2 Record job completion according to relevant policies and procedures

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNAR202A Maintain wildlife habitat refuges.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNAR202 Maintain wildlife habitat refuges

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- maintain wildlife habitats and refuges to protect desirable animal species from predators
- identify native species that are present in the wildlife refuge
- confirm the features required for a wildlife habitat refuge
- provide harbors and modify habitat where necessary to provide refuge for native species
- assess the risk of vertebrate pest predators within the refuge
- implement strategies to control vertebrate pests in a wildlife habitat as directed by supervisor
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- vertebrate predators present in local area
- harbours used by vertebrate pests
- wildlife habitats used by desirable animal species
- wildlife habitat modification techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNAR302 Collect and preserve biological samples

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to collect and preserve biological samples as part of a monitoring program.

This unit applies to individuals who most likely work under limited supervision from others with checking only related to overall progress.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan for collection	1.1 Confirm the purpose of sampling 1.2 Confirm sampling schedule with manager 1.3 Confirm sampling site location and obtain approval for site access 1.4 Identify samples to be collected and preserved 1.5 Organise equipment required for biological sampling and

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Element	Performance criteria
	preserving 1.6 Assess range of likely operating conditions, hazards and sensitive environments for impact on sampling and testing 1.7 Identify work health and safety policies and procedures for sampling tasks, including required personal protective equipment
2. Prepare equipment and resources	2.1 Obtain equipment required for sampling and preserving 2.2 Check equipment for availability and serviceability 2.3 Clean and sanitise equipment where necessary to maintain integrity of samples and biosecurity of area 2.4 Collect data or record sheets necessary for task 2.5 Move equipment, data sheets and personnel to sampling sites without injury or damage and prepare for use
3. Carry out biological sampling and preserving procedures	3.1 Collect samples in accordance with sampling plan 3.2 Apply environmental sustainability and biosecurity practices to collection processes 3.3 Preserve and record samples in accordance with sampling standards and guidelines 3.4 Prepare, package and send samples for external analysis in accordance with sampling schedule and laboratory standards 3.5 Make specific and general observations on relevant ambient and antecedent environmental conditions 3.6 Operate equipment and undertake work in accordance with work health and safety requirements 3.7 Report and deliver collection outcomes, including presentation of samples, according to enterprise guidelines
4. Complete collection of biological sampling activities	4.1 Clean, sanitise, repair and store equipment and clothing 4.2 Repair damaged or malfunctioning equipment 4.3 Record site sampling results and observations on data sheets 4.4 Report changes in field conditions and equipment to supervisor

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNAR302A Collect and preserve biological samples.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNAR302 Collect and preserve biological samples

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and preserve biological samples as part of a monitoring program according to enterprise procedures
- establish the sampling purpose and requirements
- plan the collection
- prepare equipment and facilities to take biological samples
- carry out biological sampling as part of a monitoring program and according to enterprise procedures
- preserve and record samples as part of a monitoring program and forward for testing if required according to enterprise procedures
- record sampling data and observations according to enterprise procedures
- report outcomes of collection according to enterprise procedures and monitoring program
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of biological samples that may be included in the plan, including water, animal, plant samples
- industry biological sampling and preserving guidelines and protocols
- field procedures for biological sampling and preservation
- collecting equipment and methods

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- preservation equipment and processes
- fauna and flora recognition relevant to sampling activities
- own role in complying with relevant environmental legislation

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPGD206 Conduct visual inspection of park facilities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to carry out routine visual inspections of park and recreational facilities to identify visible hazards and existing and potential risks.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for visual inspection	1.1 Interpret site plans and inspection checklists and clarify requirements with the supervisor 1.2 Clarify the specific terminology used in checklists 1.3 Identify park site to be inspected and locate on the site plan

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Element	Performance criteria
	1.4 Identify park facilities, equipment and services on site from checklist descriptions and site plan
2. Undertake visual inspection	2.1 Inspect park facilities, equipment and services and compare to enterprise presentation standards and workplace health and safety requirements 2.2 Identify work health and safety hazards and adverse environmental impacts and record on the appropriate form 2.3 Report situations requiring urgent action to supervisor
3. Submit report	3.1 Confirm that inspection activity reports and checklists are concise and accurate and comply with enterprise standards 3.2 Forward checklist and report promptly to supervisor

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPGD206A Conduct visual inspection of park facilities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPGD206 Conduct visual inspection of park facilities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- prepare for visual inspection of park facility
- carry out a visual inspection of park facility
- determine the extent of problems
- evaluate serious issues that may be present
- identify environmental risks and impacts from site facilities
- rate the condition of facilities
- rate the hazards and associated environmental implications of malfunctioning facilities, equipment and services
- report urgent situations
- complete and submit inspection activity checklist and report

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of park facility visual inspection
  - cleaning, servicing and hygiene requirements of public conveniences
  - hazards investigation and risk assessment
  - effective maintenance and repair work particularly in relation to end use of the facilities and equipment, and the safety of users
  - recognition of the range of park facilities, equipment and services relevant to the enterprise
  - reporting requirements, procedures and materials for use in park inspection
  - terminology used to describe different components of the range of facilities, equipment and services relevant to the enterprise

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- the effect of adverse outdoor climatic conditions, such as rain, hail, wind, or very high ultraviolet radiation, on park facilities inspection activities
- hazards that are likely to be encountered by visitors using the park facilities and equipment
- the practical application of site plans, checklist descriptions and presentation standards to locate and effectively assess facilities and equipment against the required parameters
- the relevant Australian Standards

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCWRK403 Supervise work routines and staff performance

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to supervise work routines and staff performance.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate work roles	1.1 Define and document the roles and responsibilities of staff 1.2 Identify the skills of staff and match with available tasks and duties 1.3 Identify the requirements of jobs and communicate to personnel 1.4 Develop information on activities and provide to personnel

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Element	Performance criteria
	1.5 Implement work health and safety policy and procedural requirements for supervisors
2. Coordinate activities	2.1 Prioritise work activities to ensure completion of tasks within available timelines 2.2 Develop work plans to establish targets and objectives of activities, and to define tasks and timelines 2.3 Identify training and learning opportunities and incorporate into work activities 2.4 Clarify supervisory and reporting responsibilities and maintain 2.5 Implement enterprise environmental policy and procedures for supervisors
3. Maintain effective working relations	3.1 Recognise and address problems through discussion with work group 3.2 Seek assistance from work group members when difficulties arise in achieving allocated tasks 3.3 Use discussion and information sharing routinely to communicate requirements of work activities through a participative approach 3.4 Manage disagreements and conflicts constructively using appropriate conflict management strategies
4. Provide feedback	4.1 Provide clear and constructive feedback to individuals to support achievement of outcomes 4.2 Identify difficult situations and use negotiation techniques to achieve results 4.3 Monitor team and individual performances regularly to ensure personnel are able to achieve goals 4.4 Maintain supervisory structures and lines of reporting

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK403A Supervise work routines and staff performance.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWRK403 Supervise work routines and staff performance

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- supervise and instruct staff to achieve work activities
- delegate and allocate tasks
- assess and evaluate staff capability
- identify and provide training requirements
- plan timesheets and timetables to meet deadlines
- demonstrate safe workplace and environmentally responsible practices
- solve staffing and resourcing problems
- evaluate performance, provide feedback and prepare reports and performance appraisals
- promote and maintain effective relationships between staff
- monitor productivity and maintain staff records as required
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise personnel processes
- enterprise organisational structure and responsibilities
- techniques for building trust and relationships
- principles of team work and negotiation
- leadership for the work team
- performance appraisal systems and procedures
- principles of time management
- conflict management techniques

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- enterprise training requirements and processes
- relevant State and Territory legislation, regulations and Codes of Practice with regard to work health and safety, environmental protection and employment
- work health and safety hazard identification, risk assessment and development of risk controls.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCWRK502 Collect and manage data

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to collect, analyse and manage data.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Element	Performance criteria
1. Determine the type and extent of data to be collected	1.1 Define data requirements and communicate to all staff involved in data collection 1.2 Identify relevant data sources 1.3 Define the type and extent of data required 1.4 Identify work health and safety hazards associated with data collecting 1.5 Define data collection methods and techniques relative to data requirements
2. Access and collate data	2.1 Format data collection sheets to assist collection 2.2 esearch or collect data from field source 2.3 Collate data by appropriate electronic means 2.4 Monitor appropriateness of data and record during collection 2.5 Research information using appropriate methods and technologies 2.6 Review sources of information regularly for usefulness, validity, reliability and cost 2.7 Use channels and sources of information effectively 2.8 Take opportunities to establish and maintain contacts with those who may provide useful information 2.9 Follow appropriate work health and safety requirements and work practices
3. Evaluate data	3.1 Collect data that is relevant, valid and sufficient 3.2 Seek clarification and assistance where data is unclear or difficult to interpret 3.3 Obtain additional data where data is inadequate 3.4 Analyse information for its validity and reliability
4. Manage and retrieve data	4.1 Store data by appropriate electronic means 4.2 Present data using appropriate graphical aids and techniques 4.3 Assemble data and provide to the manager or client as required 4.4 Retrieve data as required 4.5 Suggest and introduce new methods of recording and storing data as needed
5. Analyse and interpret data	5.1 Analyse data using appropriate statistical and analytical techniques 5.2 Interpret data to determine its significance, validity and reliability 5.3 Report findings based on the analysis and interpretation of the data 5.4 Organise data into a suitable report format to aid decision making

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Element	Performance criteria
	5.5 Ensure conclusions drawn are based on reasoned argument and appropriate evidence

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK502A Collect and manage data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWRK502 Collect and manage data

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify data requirements and establish sampling and data collection techniques
- collect and collate data using standardised recording sheets and systems
- review sampling and data collection techniques based on validity and reliability of the data
- manage data to facilitate retrieval and analysis
- analyse data using appropriate statistical and analytical techniques
- draw conclusions based on reasoned argument and appropriate evidence
- produce a report in required format with information and data presented to support decision making
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- data collection techniques and procedures
- data recording and evaluation techniques
- data analysis and interpretive techniques
- data storage and retrieval methods
- data reporting methods.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AMPCOR202 Apply hygiene and sanitation practices

Modification History

Release	TP Version	Comment
1	AMPv1.0	Initial release

Application

This unit covers the skills and knowledge workers require to apply personal hygiene and sanitation practices in a meat operation. It also covers appropriate methods for cleaning equipment and immediate work areas during operations.

This unit is applicable to workers in abattoirs, boning rooms, smallgoods plants, wild game harvester operations, wild game depots, game processing plants, knackeries, food service premises, wholesalers and retail meat establishments.

This unit must be delivered and assessed in the context of Australian meat industry standards and regulations.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Clean own work area and equipment during	1.1 Hygienically clean worksite during operations to workplace health and safety, workplace and regulatory requirements

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Element	Performance criteria
operations	1.2 Hygienically clean equipment and surfaces to regulatory and workplace requirements 1.3 Monitor cleanliness of work area according to workplace requirements
2. Identify sources of contamination and spoilage	2.1 Identify contamination and cross-contamination risks and take steps to reduce the risk 2.2 Take corrective action, in accordance with workplace and regulatory requirements, when contamination is identified
3. Follow workplace hygiene and sanitation requirements	3.1 Follow personal hygiene practices to workplace requirements 3.2 Handle product in accordance with workplace, and hygiene and sanitation requirements 3.3 Conduct work hygienically in accordance with workplace requirements 3.4 Process products in accordance with regulatory requirements

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

MTMCOR202A Apply hygiene and sanitation practices	E

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e2e56b7-698f-4822-84bb-25adbb8443a7

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Assessment Requirements for AMPCOR202 Apply hygiene and sanitation practices

Modification History

Release	TP Version	Comment
1	AMPv1.0	Initial release

Performance Evidence

The candidate must be observed consistently applying required workplace hygiene and sanitation practices under normal production conditions.

The candidate must:

- consistently follow workplace hygiene and sanitation procedures
- keep work areas clean, while working as an individual and as part of a team
- demonstrate basic hygiene and sanitation practices in all workplace activities
- use communication skills relevant to the task
- use and mix cleaning chemicals (if used) according to manufacturer specifications, regulatory and workplace requirements

Knowledge Evidence

The candidate must demonstrate a basic factual, technical and procedural knowledge of:

- hygiene and sanitation requirements for own area
- procedures for reporting contamination
- chemical contamination risks to product and how they are controlled
- consequences of contaminated or spoiled meat leaving the establishment
- consequences of failing to follow workplace requirements for hygienic handling and processing of meat
- time, temperature and moisture requirements for microbial growth
- causes of food spoilage and poisoning
- possible sources of contamination and cross-contamination in the worksite
- visual evidence of contamination
- microbes which may affect meat
- the scope and coverage of AS 4696:2007 *Hygienic production and transportation of meat and meat products for human consumption*

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- sources of physical and microbiological contamination in meat establishments and how these hazards are controlled
- monitoring methods (including site, scent and use of protein sticks)

Assessment Conditions

Assessment must include demonstration of on-the-job competency in the workplace.

The following three forms of evidence must be used:

- quiz of underpinning knowledge
- workplace demonstration
- workplace referee or third-party report of performance over time

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e2e56b7-698f-4822-84bb-25adbb8443a7

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AMPX421 Establish sampling program

Modification History

Release	TP Version	Comment
1	AMPv1.0	Initial release

Application

This unit describes the skills and knowledge required to establish a sampling program in a meat processing plant.

This unit is applicable to Quality Assurance (QA) personnel and regulatory officers required to:

- establish a sampling plan for testing or monitoring meat and meat products
- prepare aseptic samples for testing
- report on testing results.

All work should be carried out to comply with workplace and regulatory requirements.

This unit applies to individuals who take responsibility for their own work and for the quality of others' work within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

This unit must be delivered and assessed in the context of Australian meat processing standards and regulations.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

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Unit Sector

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish and implement a valid sampling plan	1.1 Recognise and use sampling tables from AS 1199.1-2003 and AS 1199.0-2003 1.2 Determine scope and purpose of sampling 1.3 Determine acceptable quality levels in accordance with relevant Australian Standards 1.4 Determine sampling plans 1.5 Conduct sampling according to workplace requirements 1.6 Record and monitor test results Interpret and report test results to relevant personnel

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

MTMPSR414A Establish sampling program	E

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e2e56b7-698f-4822-84bb-25adbb8443a7

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Assessment Requirements for AMPX421 Establish sampling program

Modification History

Release	TP Version	Comment
1	AMPv1.0	Initial release

Performance Evidence

The candidate must establish a sampling program. Evidence must demonstrate the candidate's consistency of performance over time.

The candidate must:

- establish a sampling plan in accordance with relevant Australian Standards
- demonstrate aseptic sampling techniques for micro-samples or swabs
- apply an appropriate level of mathematical skills to undertake accurate sampling
- utilise available workplace technology to establish, record and monitor sampling program data
- work effectively as an individual and as part of a team
- identify and apply relevant workplace health and safety, regulatory and workplace requirements
- record sampling information accurately to meet workplace and regulatory requirements
- report test results to relevant personnel promptly
- use relevant communication skills

Knowledge Evidence

The candidate must demonstrate a broad factual, technical and theoretical knowledge of:

- routine tests performed on meat or meat products in the plant
- preparation and analysis of specimens or samples
- requirements of relevant Australian Standards

Assessment Conditions

Competency must be demonstrated using the current Australian Standard and implementing an approved workplace procedure. Assessment must involve a demonstration of skills at a meat processing plant or related work situation.

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A minimum of three different forms of assessment must be used.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e2e56b7-698f-4822-84bb-25adbb8443a7

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AURTGA001 Drive and manoeuvre trailers

Modification History

Release	Comment
Release 1	New unit of competency.

Application

This unit describes the performance outcomes required to drive and manoeuvre a trailer while it is attached to a driving vehicle. It involves inspecting the trailer before use, connecting the trailer to a vehicle, driving the trailer, and disconnecting the trailer from the vehicle.

It applies to those working in the automotive service and repair industry. The trailers may have non-pivoting axles or pivoting front axles.

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

Competency Field

Mechanical Miscellaneous

Unit Sector

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
1. Carry out trailer safety inspection	1.1 ***Pre-operational inspections and checks*** of trailer are carried out according to manufacturer specifications and workplace procedures 1.2 Trailer load is inspected and secured according to manufacturer

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
	specifications and workplace procedures 1.3 Safe condition of towing vehicle is determined according to manufacturer specifications and workplace procedures
2. Connect trailer to vehicle	2.1 Trailer and vehicle are aligned and trailer is coupled to vehicle according to manufacturer specifications, workplace procedures and ***safety requirements*** 2.2 Ancillary devices are connected between vehicle and trailer according to manufacturer specifications and workplace procedures 2.3 Trailer and vehicle connections are tested according to manufacturer specifications and workplace procedures 2.4 Faults are identified and action is taken to report them according to workplace procedures
3. Drive and manoeuvre trailer	3.1 Brake lock-out devices are set according to manufacturer procedures 3.2 Trailer is safely manoeuvred by vehicle in forward and reverse directions and parked according to road safety regulations, and without causing damage to trailer, towing vehicle, other vehicles or surrounding environment
4. Disconnect trailer from vehicle	4.1 Parking devices of trailer and vehicle are applied as appropriate according to manufacturer procedures 4.2 Ancillary devices are disconnected and trailer is decoupled from vehicle according to manufacturer specifications, workplace procedures and safety requirements 4.3 Trailer or vehicle is placed in appropriate parking area according to road safety regulations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance and are not explicit in the performance criteria.

Skills	**Description**
Learning skills to:	• locate appropriate sources of information efficiently.

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Skills	Description
Reading skills to:	• interpret state and territory regulations for towing trailers and road signs.
Writing skills to:	• legibly and accurately fill out workplace documentation when reporting inspection findings and trailer faults.
Oral communication skills to:	• report inspection findings and trailer faults to workplace supervisor and customers.
Numeracy skills to:	• use basic mathematical processes, including addition and subtraction, to calculate trailer load and perform simple measurements of trailer dimensions • interpret numerical information on trailers, such as aggregate trailer mass and gross trailer mass.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Pre-operational inspections and checks must include:	• braking systems • suspension and axles • electrical systems • wheels and tyres.
Safety requirements must include:	• work health and safety (WHS) and occupational health and safety (OHS) requirements, including procedures for manually manoeuvring trailers.

Unit Mapping Information

Equivalent to AURTGA3001 Drive and manoeuvre trailers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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Assessment Requirements for AURTGA001 Drive and manoeuvre trailers

Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standards defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- drive and manoeuvre two different trailers on a road with curves.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements relating to driving and manoeuvring trailers, including procedures for manually manoeuvring trailers
- key features of relevant state and territory regulations relating to trailers, including those relating to:
  - couplings
  - safe towing weights
  - towing speeds
  - braking
- application, purpose and operation of trailers, including:
  - pivot and non-pivot trailers
  - definition of aggregate trailer mass and gross trailer mass
- trailer coupling systems, including:
  - tow ball
  - lunette ring
  - weight distributing hitch
- inspection procedures for trailers, including:
  - coupling system

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  - electrical system
  - braking system
  - wheel assembly and bearings
  - suspension system
- loading procedures for trailers, including:
  - centre of mass location
  - tongue weight
  - methods for determining maximum towing capacity of vehicle
  - methods for determining load capacity of towbar
- driving and manoeuvring techniques, including:
  - effects of trailer on overall turning circle
  - effects of trailer on acceleration, steering and braking
  - methods of avoiding and controlling vehicle and trailer sway
  - methods of reversing a trailer.

Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the trailers that they have driven and manoeuvred, e.g. trailer log book.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- road with curves suitable for trailer forward and reverse driving, manoeuvring and parking
- trailer specifications and relevant state and territory regulations for towing trailers
- two different trailers and towing vehicles with suitable trailer couplings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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BSBATSIC411 Communicate with the community

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required for board members to work in partnership with the community, including other organisations, to meet community needs and involve people in the organisation and its activities.

It applies to individuals who need to communicate with the community in their role as a member of a board of governance of an Aboriginal and Torres Strait Islander organisation.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect information from the community	1.1 Convene a community forum 1.2 Use formal and informal community networks to share information 1.3 Encourage, respect and record community contributions 1.4 Follow organisational policies and procedures for confidential information
2 Provide information to	2.1 Provide information to the community about the organisation's

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ELEMENT	PERFORMANCE CRITERIA
the community about the organisation's activities and board decisions	activities according to established protocols 2.2 Advise the community regularly of board decisions and the reasons behind them
3 Identify issues jointly with the community	3.1 Raise and discuss issues of importance with the community 3.2 Invite individuals and groups affected by issues to participate in community forums 3.3 Gather background information through relevant networks
4 Identify options with the community	4.1 Discuss and evaluate options for action with the community 4.2 Identify preferred options 4.3 Convey information on issues and preferred options to the board 4.4 Convey the board's response to the community

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1-1.3, 2.1, 2.2, 4.3, 4.4	• Uses clear, specific and industry-related terminology to complete and update workplace documentation
Oral Communication	1.1-1.3, 2.1, 2.2, 3.1-3.3, 4.1, 4.3, 4.4	• Uses active listening and questioning skills to confirm understanding for requirements • Participates in a range of verbal exchanges using appropriate tone, language and syntax to address relevant stakeholders and disseminate information
Navigate the world of work	1.4, 2.1	• Understands the nature and purpose of own role and associated responsibilities and recognises and follows implicit and explicit organisational policies and procedures
Interact with others	1.1-1.3, 2.1, 2.2, 3.1-3.3, 4.1, 4.3, 4.4	• Recognises importance of building rapport to establish effective working relationships • Recognises importance of taking audience, purpose

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		and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.1, 1.2, 3.3, 4.2	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and considering how to respond to input of others • May use online forums, blogs and social networking sites to connect with the community, following appropriate online etiquette • Actively contributes to group decision-making when required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIC411 Communicate with the community	BSBATSIC411C Communicate with the community	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIC411 Communicate with the community

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- facilitate good communication channels with the community
- present information in an appropriate format for the community.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline community consultation methods
- explain the concept of community control of organisations and how it may impact communication requirements with the community
- describe cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that can impact methods of communication with the community
- explain effective communication strategies for sharing information with individuals and groups
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact communication methods
- outline information gathering, analysis and presentation methods
- identify organisational policies and procedures on communicating with community and maintaining confidentiality of information
- list relevant protocols and cultural responsibilities when communicating with community.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- examples of issues considered by boards of governance, including community feedback
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCMM511 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to present and negotiate persuasively, lead and participate in meetings and make presentations to customers, clients and other key stakeholders.

The unit applies to individuals who are managers and leaders required to identify, analyse, synthesise and act on information from a range of sources, and who deal with unpredictable problems as part of their job role. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

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

Unit Sector

Social Competence – Verbal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify communication requirements	1.1 Confirm authority to present material on behalf of an organisation or work area, according to organisational policies and procedures 1.2 Identify information that may be subject to confidentiality and manage appropriately 1.3 Identify information needs of audience and prepare a position in line with purpose of communication
2. Negotiate to achieve agreed outcome	2.1 Identify objectives of negotiation, and needs and requirements of stakeholders

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify and document potential issues and problems 2.3 Prepare positions and supporting arguments according to objectives 2.4 Communicate with stakeholders, and establish areas of common ground and potential compromise 2.5 Confirm and document outcomes of negotiation
3. Participate in and lead meetings	3.1 Identify the need for meeting and schedule according to stakeholder availability 3.2 Prepare meeting materials and distribute to stakeholders 3.3 Conduct meeting and contribute to discussions 3.4 Seek consensus on meeting objectives 3.5 Summarise outcomes of meetings and distribute to stakeholders
4. Make presentations	4.1 Identify forums to present according to organisational objectives 4.2 Determine tone, structure, style of communication and presentation according to target audience 4.3 Prepare presentation according to desired outcomes 4.4 Provide an opportunity for audience to ask questions 4.5 Follow up with stakeholders following presentation 4.6 Evaluate presentation and identify areas for improvement

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Writing	• Prepares documentation that summarises key findings and outcomes • Prepares presentations appropriate to audience needs, context and purpose
Oral Communication	• Uses active listening and questioning to seek information and confirm understanding
Teamwork	• Selects and uses relevant conventions and protocols when communicating with team members
Self-management	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals
Problem solving	• Uses analytical processes to evaluate options, and aid in problem-solving and decision-making

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	• Plays a lead role in situations requiring negotiation and collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Initiative and enterprise	• Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions and values of others • Understands the implications of legal and ethical responsibilities to maintain confidentiality • Selects relevant vocabulary adjusting language and presentation features to maintain effectiveness of interaction
Planning and organising	• Plans, organises and implements tasks required to achieve required outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBLDR513 Communicate with influence.

Supersedes but is not equivalent to:

- BSBCMM402 Implement effective communication strategies
- BSBGOV404 Communicate with community stakeholders.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM511 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in and lead at least two meetings
- prepare and make a presentation to two different groups.

In the course of the above, the candidate must:

- communicate with key stakeholders to position the business to best effect including:
  - listening actively
  - understanding information needs of others
  - adapting communication to suit the audience
  - identifying suitable platform for presentations
  - presenting reliable information
  - designing the presentation to meet the needs of the audience
  - answering questions clearly and concisely.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- industry, media and government organisations, events and communication channels that are relevant to the organisation
- cross-cultural communication
- techniques for negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures
- organisational policies and procedures relevant to:
  - presenting and negotiating
  - leading and participating in meetings
  - making presentations

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- communication tone, structure, style and impact on others
- relevant organisational policies and procedures on confidentiality of information.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to performance evidence
- organisation information, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB401 Research and develop business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to research and develop business plans for achieving business goals and objectives.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop business plan	1.1 Identify purpose and required components of business plan 1.2 Identify and document business goals, objectives and budget 1.3 Research market needs and estimate market size
2. Draft business plan	2.1 Establish resource, legal and compliance requirements according to identified business goals and objectives 2.2 Assess product mix, volumes and pricing opportunities relevant to the identified target market and according to business goals and objectives 2.3 Plan marketing activities relevant to the product mix and according to marketing objectives and strategies and budgetary requirements 2.4 Develop draft plan according to identified business goals,

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ELEMENT	PERFORMANCE CRITERIA
	objectives and market needs 2.5 Analyse draft plan and identify, assess and prioritise internal and external risks according to workplace procedures 2.6 Research specialist services and sources of advice and cost according to available resources
3. Create a business plan	3.1 Identify costs associated with production and delivery of business products and/or services 3.2 Calculate prices based on costs and profit targets, as a charge-out rate for labour or unit price for products and/or services 3.3 Prepare cash flow projections to enable business operation according to business plan and legal requirements 3.4 Select budget targets to enable ongoing monitoring of financial performance 3.5 Identify sources of finance for required liquidity according to business goals and objectives and workplace procedures
4. Finalise business planning and plan for risk	4.1 Develop risk management strategies according to business goals and objectives, and legal and compliance requirements, and established business activities 4.2 Assess likelihood of non-conformance with each component of business plan 4.3 Develop a contingency plan to address possible areas of non-conformance according to workplace procedures 4.4 Identify specific interests and objectives of key stakeholders and confirm their support of planning outcomes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates information during planning process
Writing	• Prepares written documentation that communicates plan information clearly and effectively
Numeracy	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Self-management	• Identifies implications of legal and compliance requirements related to own work

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Skill	Description
	• Makes a range of critical and non-critical decisions, taking a range of constraints into account
Planning and organising	• Uses a combination of formal, logical planning processes to identify relevant information and to evaluate alternative strategies or methods

Unit Mapping Information

Supersedes and is equivalent to BSBSMB404 Undertake small business planning.

Supersedes but is not equivalent to:

- BSBSMB415 Refine and strengthen a small business
- BSBSMB422 Plan small business growth.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBESB401 Research and develop business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one business plan that addresses the goals and objectives of a business or business venture.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal and compliance requirements relating to business operation to be included in plan, including:
  - environmental
  - work health and safety (WHS), including WHS responsibilities and procedures for identifying hazards relating to business profile
  - equal opportunity
  - industrial relations
- types of business planning, including:
  - feasibility studies
  - strategic, operational, financial and marketing planning
- factors affecting structure of business plan, including:
  - purpose of plan
  - target audience
  - desired outcomes
- key components of business plan, including:
  - sources and costs of finance to provide required liquidity and profitability for business
  - marketing strategies and methods to promote market exposure of business
  - methods or means of production or operation required for business

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  - staffing requirements to effectively produce or deliver products and services
  - contingency plan
- methodology for researching and preparing a business plan
- common business risks and risk management strategies
- workplace procedures for:
  - assessing and prioritising internal and external risks to business
  - establishing resource requirements aligned to business goals and objectives, including for calculating staffing requirements to produce or deliver products and/or services
  - developing a business contingency plan for unexpected events and situations
  - developing risk management strategies.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB403 Plan finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to plan finances	1.1 Identify costs associated with production and delivery of business products and/or services 1.2 Set profit targets according to business venture requirements and workplace procedures 1.3 Calculate prices based on costs and profit targets, as a charge-out rate for labour or unit price for products and/or services 1.4 Calculate break-even sales point to assess viability of business venture 1.5 Evaluate and select pricing strategies in relation to market conditions to meet profit targets and according to workplace

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ELEMENT	PERFORMANCE CRITERIA
	procedures 1.6 Prepare projected profit statement to supplement business plan
2. Develop a financial plan	2.1 Identify working capital requirements necessary to attain profit projections 2.2 Identify non-current asset requirements and consider alternative asset management strategies 2.3 Prepare cash flow projections to enable business operation according to business plan and legal requirements 2.4 Identify capital investment requirements accurately for each operational period 2.5 Select budget targets to enable ongoing monitoring of financial performance
3. Plan to acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan and budget 3.2 Identify sources of finance for required liquidity according to business goals and objectives and workplace procedures 3.3 Research and assess cost of securing finance on optimal terms 3.4 Develop strategies to obtain finance as required to ensure financial viability of business venture

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates complex information from a range of sources
Writing	• Prepares written plans and workplace documentation that communicate information clearly and effectively
Numeracy	• Analyses numerical information to determine costs, prices, profit and losses, and other financial data
Self-management	• Identifies implications of legal and regulatory responsibilities for own work • Takes a range of constraints into account and adjusts, if necessary

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Unit Mapping Information

Supersedes and is equivalent to BSBSMB402 Plan small business finances.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBESB403 Plan finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one financial plan that addresses financial requirements of a business or new business venture, including cash flow projections and a projected profit statement.

In the course of the above, the candidate must demonstrate that the plan:

- reflects legal requirements applicable to business
- includes strategies to monitor financial performance of business.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements relating to business described in performance evidence
- process for conducting break-even analyses
- workplace procedures for:
  - costing for the business, including margin or mark-up, charge-out rates and unit costs
  - setting profit targets
  - identifying sources and investigating costs of securing appropriate financial assistance
- methods and relative costs of obtaining finance
- principles and procedures for preparing:
  - balance sheets
  - cash flow forecasts
  - profit and loss statements
  - financial plans
- purpose of financial reports
- accounting terminology required when planning finances for new business ventures

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- methods for analysing working capital cycles.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- software for financial calculations
- legislation and regulations relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB404 Market new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement a marketing strategy that is integrated into the business plan in order to improve the performance of a business venture. It involves analysing and interpreting market data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop marketing strategy for business venture	1.1 Identify focus of marketing activities according to business plan objectives and products and/or services being provided 1.2 Establish marketing objectives in consultation with required people and according to business plan and workplace procedures 1.3 Identify customer base, target market and competitors according to identified marketing objectives 1.4 Establish and evaluate strategy to ensure ethical and cultural appropriateness and alignment with customer and industry expectations
2. Establish marketing	2.1 Assess product mix, volumes and pricing opportunities

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ELEMENT	PERFORMANCE CRITERIA
mix for the business venture	according to marketing focus and business plan objectives 2.2 Research and evaluate costs and benefits of available distribution channels and customer service strategies 2.3 Select marketing and promotional activities to suit target market and according to marketing strategies 2.4 Analyse customer journey to evaluate marketing mix
3. Implement marketing strategy	3.1 Plan marketing activities according to marketing objectives and strategy and budgetary requirements 3.2 Communicate roles and responsibilities to required people according to marketing plan and workplace procedures 3.3 Monitor implementation of marketing activities according to marketing plan 3.4 Assess use of digital devices, platforms and technologies for effectiveness in implementing marketing activities
4. Evaluate marketing performance	4.1 Assess business performance according to business plan objectives 4.2 Develop a plan to address performance gaps 4.3 Analyse stakeholder response to all aspects of marketing mix to improve targeting and outcomes 4.4 Assess changes in customer requirements in both online and offline environments, where applicable, and identify opportunities for improvement

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates complex information from a range of sources
Writing	• Prepares plans and other workplace documentation using structure, layout and terminology appropriate to audience
Oral communication	• Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment • Uses questioning and listening to check and confirm understanding
Numeracy	• Analyses numerical information to determine budgetary requirements and product quantities • Uses a range of calculation methods to evaluate costs and benefits

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Skill	Description
Initiative and enterprise	• Reviews current situation and develops strategies to address improvements in marketing performance • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Uses formal and informal processes to monitor implementation of solutions
Planning and organising	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Supersedes and is equivalent to BSBSMB403 Market the small business.

Supersedes but is not equivalent to BSBSMB409 Build and maintain relationships with small business stakeholders.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBESB404 Market new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a marketing strategy for a business or new business venture, addressing activities in the digital environment.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace processes and procedures for:
  - developing marketing objectives and marketing mix
  - identifying industry market trends relating to marketing new business ventures
  - communicating roles and responsibilities in marketing strategies to those involved
- key features of a marketing mix that addresses market and business venture needs and:
  - optimises sales and profit
  - evaluates costs and benefits
  - determines customer needs and promotional activities
- ethically and culturally appropriate practices relating to marketing new business ventures
- performance evaluation methods relating to marketing strategies
- methods of:
  - analysing costs and benefits of marketing strategies
  - monitoring customer satisfaction
  - conducting market analysis and research
- key features of current digital devices, platforms and technologies that achieve marketing objectives by engaging, responding to and monitoring customers.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including software for analysis of data
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB406 Establish operational strategies and procedures for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement operational strategies and procedures for new businesses.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review operational strategies and procedures for business or new business venture	1.1 Develop a detailed operational plan that sets out clear action points to fulfil on business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues and implement strategies to minimise risk factors 1.3 Review and evaluate, where appropriate, a quality assurance process for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop operational key performance indicators (KPIs) that align to business plan 1.5 Align KPIs to business strategies, including utilisation of existing or new technologies, where practicable, to optimise

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ELEMENT	PERFORMANCE CRITERIA
	business performance
2. Implement developed operational strategies and procedures	2.1 Implement systems to evaluate business performance and customer satisfaction, including by setting KPIs or targets 2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety according to business plan, incorporating new digital technologies where applicable 2.3 Identify and manage staffing requirements, considering a range of permanent and flexible arrangements, and adhering to budgetary constraints 2.4 Provide products and/or services according to established legal, ethical cultural and technical standards 2.5 Provide products and/or services according to time, cost and quality specifications, and customer requirements, incorporating new digital technologies where applicable 2.6 Apply quality procedures to address product and/or service and customer requirements
3. Evaluate business performance	3.1 Use digital technologies to regularly evaluate and review achievement of operational targets to ensure optimum business performance, according to business goals and objectives 3.2 Review and document systems and structures to support business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of business quality system 3.4 Update operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business operations to increase business success, according to business goals and objectives 4.2 Research and implement new and emerging digital technologies into business operations according to business goals and objectives and workplace procedures 4.3 Research new business opportunities and adjust business goals and objectives as new opportunities arise

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

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Skill	Description
Reading	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	• Prepares written reports and workplace documentation that communicate information clearly and effectively
Numeracy	• Interprets numerical information to manage performance information and regulate cash flow
Self-management	• Evaluates adherence to workplace policies and procedures and considers own role for its contribution to broader goals of work environment • Identifies implications of legal and regulatory responsibilities for own work, with specific reference to safety • Identifies concepts, principles and features of approaches in use in other contexts and applies them to own situation
Planning and organising	• Develops plans to manage relatively complex, non-routine tasks that may contribute to longer-term operational and strategic goals

Unit Mapping Information

Supersedes and is equivalent to BSBSMB420 Evaluate and develop small business operations.

Supersedes but is not equivalent to:

- BSBFRA401 Manage compliance with franchisee obligations and legislative requirements
- BSBFRA402 Establish a franchise
- BSBFRA403 Manage relationship with franchisor
- BSBFRA404 Manage a multiple-site franchise
- BSBFRA501 Establish a franchise operation
- BSBFRA502 Manage a franchise operation
- BSBFRA503 Manage establishment of new sites or regions
- BSBFRA504 Manage relationships with franchisees
- BSBFRA505 Manage closure of a franchise
- BSBIPR501 Manage intellectual property to protect and grow business
- BSBSMB423 Create a digital technology plan for small business.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBESB406 Establish operational strategies and procedures for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop strategies and procedures to manage operations for at least one new business or new business venture, including:
  - an operational plan
  - risk management procedures
  - a quality assurance process
  - performance measures.

In the course of the above, the candidate must:

- use existing, new and emerging digital technologies to optimise business performance
- research and record business improvements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislation, regulations, industry codes of practice and standards specific to small business described in performance evidence
- key features of methods for implementing operation and revenue control systems, including for controlling stock and expenditure
- methods for evaluating performance and implementing improvements, including:
  - identifying and meeting staffing requirements
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
- work health and safety (WHS) responsibilities and procedures for managing hazards and assessing risks associated with business described in performance evidence
- principles of risk management, including risk assessment

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- quality assurance system principles and methods
- role of digital technologies and innovation in modern business
- key features of systems to manage staff, stock, expenditure, services and customer service
- key features of required technical or specialist skills relevant to business operations
- workplace procedures for implementing new and emerging digital technologies into business operations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business equipment and resources, including business technology
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB407 Manage finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies, including by using new and emerging digital technologies and interpreting financial reports and other numerical data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial strategy	1.1 Identify financial information requirements and obtain specialist services, as required 1.2 Produce financial budgets or projections for each forward period, and distribute to required people according to legal requirements and workplace procedures 1.3 Develop a plan to negotiate and manage business capital to best enable implementation of the business plan 1.4 Develop and maintain strategies and enable adequate financial provision for taxation according to legal requirements 1.5 Develop, monitor and maintain client credit policies to maximise cash flow

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Select key performance indicators (KPIs) to enable ongoing monitoring of financial performance in line with business plan 1.7 Record and communicate financial procedures to required personnel to facilitate implementation of business plan according to workplace procedures
2. Monitor financial performance	2.1 Use available systems to monitor and report on financial performance targets, and analyse data to establish extent to which financial goals have been met 2.2 Monitor marketing and operational strategies for their effects on financial goals 2.3 Calculate and evaluate financial ratios according to own business and/or industry benchmarks
3. Review financial performance	3.1 Assess financial strategy to determine whether variations or alternative plans are needed according to workplace procedures, and change as required 3.2 Research and implement, with relevant personnel, new and emerging digital technologies to boost business profitability according to business plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral communication	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	• Interprets numerical information to calculate required financial information
Self-management	• Identifies implications of legal and regulatory responsibilities for own work • Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Initiative and	• Uses formal and informal processes to monitor implementation of ideas and analyse outcomes

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Skill	Description
enterprise	
Planning and organising	• Develops plans to manage relatively complex, non-routine tasks that may contribute to longer-term operational and strategic goals

Unit Mapping Information

Supersedes and is equivalent to BSBSMB421 Manage small business finances.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBESB407 Manage finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement a financial strategy for at least one business or new business venture according to business plan and goals.

In the course of the above, the candidate must:

- adhere to legal requirements
- produce financial projections, including cash flow estimates
- develop a plan to negotiate and manage business assets and financial capital
- define strategies for debt collection and contingencies for debtors
- manage cash flow
- define key indicators for financial performance
- communicate with required people
- seek specialist services, where required
- monitor the financial performance of the business and make changes to strategy as required
- identify opportunities to implement new and emerging digital technologies to support the financial management of the business.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory financial requirements that apply to new business venture described in performance evidence
- key purposes of financial reports
- components of financial budgets or projections, including cash flow estimates
- workplace procedures for:
  - recording and communicating financial procedures to required personnel

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  - distributing financial budgets and projections
  - using digital technologies to monitor and report on financial performance targets and analyse data
  - assessing and changing financial plan
- forms, channels and modes of communication used in relation to managing business finances
- key features of business and industry benchmarking used to evaluate financial ratios
- key features of financial decision-making relevant to the business, including:
  - strategies that enable adequate financial provision for taxation
- components of client credit policies, including contingencies for debtors in default
- key features of significant financial indicators
- key features of balance sheet preparation and interpretation
- key features of debt collection procedures and strategies
- key features of profit and loss statement preparation and interpretation
- key features of stock records and stock control relevant to the business.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business equipment and resources, including business technology
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIN501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to undertake financial management in an organisation or work area. It includes planning and implementing financial management approaches and supporting and evaluating effectiveness of financial management processes.

The unit applies to managers in a wide range of organisations and sectors who have responsibility for the effective use of financial resources within work teams. They are responsible for ensuring that financial resources are managed in line with the financial objectives of the team and organisation.

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

Unit Sector

Business Competence – Financial Literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan financial management approaches	1.1 Access budget and financial plans for work team 1.2 Evaluate budget and financial plan outcomes with required organisational personnel 1.3 Negotiate any changes required to be made to budget and financial plans with required organisational personnel 1.4 Prepare contingency plans in the event that initial plans need to be varied
2. Implement and monitor financial	2.1 Communicate details of agreed budget and financial plans to relevant team members

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ELEMENT	PERFORMANCE CRITERIA
management plans	2.2 Support team members to access resources and systems to perform required roles 2.3 Implement processes to monitor actual expenditure, control costs and modify contingency plans as required according to financial objectives 2.4 Report on budget and expenditure according to organisational protocols
3. Review and evaluate financial management plans	3.1 Collect information on effectiveness of financial management processes within work team 3.2 Analyse variance between actual and budgeted finances 3.3 Identify and recommend improvements to existing financial management processes 3.4 Implement agreed improvements according to financial objectives of work team and organisation 3.5 Evaluate agreed improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	• Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Oral communication	• Presents information about financial issues and requirements to a range of audiences using structure and language to suit audience • Uses active listening and questioning to clarify information and to confirm understanding
Reading	• Interprets and analyses information to determine activities required
Writing	• Records information in correct forms and prepares materials which convey detailed and factual content according to internal procedures
Teamwork	• Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Initiative and enterprise	• Applies organisational requirements in undertaking own work
Planning and organising	• Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies to achieve goals

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SKILL	DESCRIPTION
	and timelines
Technology	• Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

Supersedes and is equivalent to BSBFIM501 Manage budgets and financial plans.

Supersedes but is not equivalent to BSBGOV403 Analyse financial reports and budgets.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIN501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the budget and financial plan of an organisation for one reporting period.

In the course of the above, the candidate must:

- communicate with relevant people to clarify budget and financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record-keeping requirements for Australian Taxation Office (ATO) and for auditing purposes.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- basic accounting principles
- types of budgets and financial plans
- legislation and current ATO requirements, including the Goods and Services Tax (GST)
- key requirements for financial record keeping and auditing
- principles for managing work teams
- principles and techniques involved in managing:
  - budgeting
  - cash flows
  - electronic spreadsheets

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- Goods and Services Tax
- ledgers and financial statements
- profit and loss statements
- evaluation of budget and financial plans.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace policies and procedures
- workplace budgets and financial plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

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

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and

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ELEMENT	PERFORMANCE CRITERIA
	workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement 3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies

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- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM413 Support the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

The unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to needs development	1.1 Collect information on performance of team members from relevant sources 1.2 Identify individual and team learning and development needs in line with organisational requirements 1.3 Confirm learning plans meet individual and group training and development needs 1.4 Provide opportunities to individuals to self-evaluate performance and identify areas for improvement
2. Support implementation of	2.1 Develop collaborative learning plans to match skill needs of individuals and groups and match the competency standards

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ELEMENT	PERFORMANCE CRITERIA
learning and development	relevant to the industry 2.2 Ensure learning delivery methods are relevant to the participants 2.3 Identify and coordinate workplace learning opportunities to facilitate individual and team achievement of competencies 2.4 Identify and manage resources and timelines relevant for learning activities according to organisational requirements
3. Monitor and evaluate workplace learning	3.1 Monitor learning plans to improve the efficiency and effectiveness of learning 3.2 Seek feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.3 Assess and record outcomes and performance of individuals and teams to determine the effectiveness of development programs and the extent of additional development support 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives • Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts

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SKILL	DESCRIPTION
Self-management	• Recognises and responds to explicit and implicit organisational procedures and protocols • Understands how own role meshes with others and contributes to broader goals
Teamwork	• Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Problem solving	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBLED401 Develop teams and individuals.

Supersedes but is not equivalent to:

- BSBFLM311 Support a workplace learning environment
- BSBLED301 Undertake e-learning.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM413 Support the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- contribute to, facilitate and monitor learning and development for at least one team and for at least one individual.

In the course of the above, the candidate must:

- collect data on team and individual and team development needs
- collaboratively develop learning plans to match skill needs of individuals and groups
- coordinate learning opportunities
- give and receive feedback during the implementation of learning plans
- monitor and review workplace learning plan implementation plans.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- facilitation techniques to support team development and improvement
- organisational policies, plans and procedures for developing teams
- career paths and competency standards relevant to the industry
- key sources of information relevant to inform development needs
- key features of learning and development methods.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- learning and development plans, policies and procedures.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBHRM415 Coordinate recruitment and onboarding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions.

The unit applies to individuals working in a human resources job role, as well as those for whom recruitment and onboarding are part of their broader duties.

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

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for recruitment	1.1 Establish recruitment requirements and authority to fill position 1.2 Consult with relevant stakeholders about job descriptions, selection criteria and workforce strategy 1.3 Contribute to development of job descriptions that accurately reflect the role requirements according to relevant policies, procedures and legislative requirements 1.4 Implement strategies to assist in sourcing candidates according to organisational policies and procedures
2. Screen and interview potential candidates	2.1 Conduct preliminary screening with candidates according to legislative requirements 2.2 Organise and conduct interviews and selection activities according to organisational policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Carry out skills assessment relevant to the position 2.4 Obtain relevant additional information from candidates
3. Assess and select candidates	3.1 Consult with relevant stakeholders to conduct assessment and selection process according to organisational policy and legislative requirements 3.2 Assess candidates against specified selection criteria and referee reports 3.3 Prepare recommendations for relevant stakeholders and document according to organisational procedures
4. Manage candidate outcomes	4.1 Inform all candidates of selection decisions 4.2 Provide feedback to candidates according to organisational policies and procedures 4.3 Secure preferred candidate's agreement 4.4 Coordinate necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
5. Onboard successful candidate	5.1 Advise relevant stakeholders of new appointment, including start date 5.2 Make necessary administrative arrangements for pay and employee record keeping 5.3 Coordinate successful candidate's onboarding according to organisational policies and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Interprets a range of textual information from a variety of sources and analyses and reviews for compliance and suitability
Writing	• Prepares concise notes to help synthesise information sourced during research • Produces reports and other business communication for a range of contexts and audiences using relevant language and structure
Oral Communication	• Asks questions and listens carefully to gather, interpret or evaluate information • Participates in verbal exchanges using clear language and appropriate tone to provide relevant information and feedback

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Self-management	• Applies workplace protocols, legislation or regulations relevant to own responsibilities • Selects and uses appropriate conventions and protocols when communicating with candidates or clients • Takes responsibility for planning and implementing tasks for efficient and effective outcomes
Teamwork	• Participates in conversations relevant to role responding, explaining, negotiating and persuading, as required
Problem solving	• Uses systematic, analytical processes to evaluate information and make decisions

Unit Mapping Information

Supersedes and is equivalent to BSBHRM405 Support the recruitment, selection and induction of staff.

Supersedes but is not equivalent to:

- BSBEMS401 Develop and implement business development strategies to expand client base
- BSBEMS402 Develop and implement strategies to source and assess candidates
- BSBEMS403 Develop and provide employment management services to candidates
- BSBEMS404 Manage the recruitment process for client organisations
- BSBSMB417 Recruit staff.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM415 Coordinate recruitment and onboarding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate the recruitment and onboarding of two candidates.

In the course of the above, the candidate must:

- demonstrate the process for screening and interviewing a candidate
- communicate effectively with clients and successful and unsuccessful candidates
- review job descriptions and use them to support sourcing, selecting and appointing suitable staff
- consult with relevant stakeholders to gain approvals
- develop selection criteria and interview questions in consultation with relevant stakeholders
- obtain referees' reports
- provide a written report or demonstration of an assessment of a candidate's skills and selection recommendation
- secure preferred candidate's agreement and provide an employment contract.
-

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, regulations, standards and codes of practice that affect employment agencies and organisation's recruiting processes
- common interview techniques and recruitment sourcing methods
- common methods of attracting candidates
- methods to assess and report on candidates according to organisational procedures
- strategies to provide feedback to candidates according to organisational procedures.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace policies and procedures relevant to performance evidence
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and onboarding.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM522 Manage employee and industrial relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to manage employee relations (ER) and industrial relations (IR) matters in an organisation. It involves developing and implementing ER and IR policies and plans and managing conflict resolution negotiations.

The unit applies to those who are authorised to oversee IR and manage conflict and grievances in an organisation. They will have a sound theoretical knowledge base in human resources management and IR as well as current knowledge of ER and IR trends and legislation.

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

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop ER and IR policies and plans	1.1 Determine long term ER strategy according to organisational objectives 1.2 Analyse existing ER performance in relation to workforce objectives 1.3 Evaluate options in terms of cost-benefit, risk-analysis and relevant industrial instruments 1.4 Consult relevant internal stakeholders and develop IR policies and plans 1.5 Identify the skills and knowledge relevant for management and

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ELEMENT	PERFORMANCE CRITERIA
	the workforce to effectively implement these strategies and policies
2. Implement ER and IR policies and plans	2.1 Develop implementation plan and contingency plan for ER and IR policies and strategies 2.2 Organise training and development for identified requirements to support ER and IR plan 2.3 Agree on changes required by the organisational policies and implementation plan 2.4 Document procedures for addressing grievances and conflict according to organisational policies and procedures 2.5 Identify and communicate key procedures for addressing grievances and conflict to stakeholders 2.6 Review ER and IR policies and plans and establish whether they are meeting their intended outcomes
3. Manage negotiations to resolve conflict	3.1 Develop and deliver training to individuals in conflict-management techniques and procedures 3.2 Identify, and where relevant alleviate or eliminate, sources of conflict or grievance according to legal requirements 3.3 Evaluate documentation and other information sources and clarify issues in dispute and ensure completeness, balance and relevance 3.4 Obtain expert or specialist advice and/or refer to precedents, if required 3.5 Determine and apply negotiation strategy 3.6 Advocate the organisation's position to reach a resolution that aligns with organisational objectives

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Interprets, critically analyses and applies appropriate strategies to construct meaning from complex texts
Writing	• Displays knowledge of required structure and layout, employing broad vocabulary, grammatical structure and conventions appropriate to purpose and audience
Oral	• Conveys information using language and non-verbal features appropriate to the audience

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SKILL	DESCRIPTION
communication	• Employs listening and questioning techniques to clarify and confirm understanding
Numeracy	• Extracts and evaluates the mathematical information embedded in a range of tasks and texts
Initiative and enterprise	• Modifies or develops organisational policies to achieve organisational goals and comply with legislative requirements • Keeps up to date on changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Actively builds networks that include key people with expert skills and knowledge • Uses a range of strategies to facilitate an acceptable outcome for all parties where conflicts occur
Problem solving	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses analytical techniques to identify issues and generate possible solutions, seeking input from others, as required, before making decisions or implementing solutions • Draws on the diverse perspectives of others to gain insights into current practices and opportunities for change

Unit Mapping Information

Supersedes and is equivalent to BSBWRK520 Manage employee relations.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM522 Manage employee and industrial relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement ER and IR policies and plans in at least one work area.

In the course of the above, the candidate must:

- analyse organisational documentation and determine long-term ER objectives and current ER performance
- collaborate with others to develop and review IR policies and plans
- develop implementation and contingency plans for IR policies
- identify the skills and knowledge needed to implement the plan and organise training and development for self and staff
- document and communicate strategies and procedures for eliminating and dealing with grievances and disputes
- train others in conflict-resolution techniques
- manage IR conflicts, including advocating the organisation’s position during negotiations and documenting, implementing and following up agreements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relevant IR legislation or regulations
- key features of enterprise and workplace bargaining processes
- key features of relevant entities in the current Australian IR system, including courts and tribunals, trade unions and employer bodies
- key sources of expert ER and IR advice
- relevant organisational policies and procedures
- key features of organisational objectives
- key aspects of cost-benefit, risk-analysis and current legislative requirements.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- awards and enterprise bargaining agreements
- relevant legislation, regulations, standards and codes
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM523 Coordinate the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to coordinate the learning and development of teams and individuals. Particular emphasis is on the coordination of strategies to facilitate and promote learning and to monitor and improve learning performance.

The unit applies to individuals who have a role in coordinating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision-making strategies.

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

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Coordinate creation of learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning requirements of teams and individuals according to requirements of organisation and available learning opportunities 1.3 Coordinate implementation of learning plans and ensure that learning plans reflect diversity of needs 1.4 Review relevant organisational procedures and ensure they

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ELEMENT	PERFORMANCE CRITERIA
	support individual and team access to learning opportunities, where required 1.5 Consult with training and development specialists and use their advice to contribute to learning opportunities
2. Coordinate learning	2.1 Coordinate strategies to ensure workplace learning opportunities are used by teams and individuals 2.2 Coordinate implementation of policies and procedures to encourage team members to assess their own competencies and identify their own learning and development needs 2.3 Communicate benefits of learning with others in the team and organisation 2.4 Recognise workplace achievement by relevant recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Monitor team and individual learning performance to determine type and extent of any additional work-based support required 3.2 Use feedback from individuals and teams to identify and recommend improvements in future learning arrangements 3.3 Suggest adjustments, negotiated with training and development specialists, for improvements to learning 3.4 Record and report learning and development of teams and individuals

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	• Uses information from a range of sources to develop and document plans, strategies and feedback according to organisational requirements • Maintains records using correct technical and organisational vocabulary
Oral Communication	• Present information and opinions using language and features appropriate to the audience and context • Uses questioning and listening techniques to identify learning needs and obtain feedback
Initiative and	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative and regulatory requirements

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SKILL	DESCRIPTION
enterprise	• Understands how own role meshes with others and contributes to broader goals
Teamwork	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Problem solving	• Uses logical processes to plan, implement and monitor learning in the workplace • Systematically gathers and analyses relevant information and evaluates options to make informed decisions
Technology	• Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBLED501 Develop a workplace learning environment.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM523 Coordinate the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate learning and development for at least one team and for at least one individual.

In the course of the above, the candidate must:

- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and recommend improvements for workplace learning
- record and report workplace learning outcomes.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- how management of relationships can achieve a learning environment
- principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods
  - structured learning
  - work-based learning.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant organisational policies and procedures
- workplace equipment and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM525 Manage recruitment and onboarding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment and onboarding processes according to organisational policies and procedures.

The unit applies to individuals who take responsibility for managing aspects of recruiting, selecting new staff and orientating those staff in their new positions. The individual may be directly involved in the recruitment processes themselves or coordinating the process.

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

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop recruitment and onboarding policies and procedures	1.1 Identify existing recruitment and onboarding policies and procedures 1.2 Assess options for technology to improve efficiency and effectiveness of recruitment process 1.3 Update existing policies and procedures according to organisational requirements 1.4 Obtain support for policies and procedures from relevant stakeholders 1.5 Create forms and documents supporting policies and procedures and make adjustments, where required 1.6 Communicate policies and procedures to relevant staff and

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ELEMENT	PERFORMANCE CRITERIA
	provide training, where required
2. Manage recruitment process	2.1 Determine future human resource requirements in collaboration with relevant stakeholders 2.2 Ensure current position descriptors for vacancies are used by relevant stakeholders involved in recruitment and onboarding processes 2.3 Ensure advertising of vacant positions complies with legislation and organisational policies and procedures 2.4 Consult and use specialists, where required 2.5 Ensure selection procedures are according to legislation and organisational policies and procedures 2.6 Ensure processes for advising applicants of selection outcome are followed 2.7 Ensure job offers and contracts of employment are prepared and provided promptly, and new appointments are provided with relevant advice
3. Manage staff onboarding	3.1 Provide access to training and support to relevant stakeholders 3.2 Ensure onboarding processes are followed across the organisation 3.3 Oversee management of probationary employees and provide feedback until employment is confirmed or terminated 3.4 Collect feedback from participants and relevant stakeholders on onboarding process according to its objectives 3.5 Update onboarding policies and procedures according to feedback

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	• Demonstrates clear writing skills by selecting appropriate conventions and by expressing precise meaning relevant to context and audience
Oral Communication	• Draws on a repertoire of open questioning and active listening when seeking feedback from others • Uses appropriate terminology and non-verbal features to present

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	information and clarify understanding
Numeracy	• Analyses numerical information to determine employees' remuneration packages • Makes basic calculations to ensure work output is delivered in a timely manner
Initiative and enterprise	• Develops or updates organisational policies to meet organisational objectives • Considers own role in terms of its contribution to broader goals of work environment • Analyses outcomes of decisions to identify improvement opportunities • Seeks expert advice and skills training, where required
Teamwork	• Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process
Planning and organising	• Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others • Monitors implementation of plans and adjusts as necessary

Unit Mapping Information

Supersedes and is equivalent to BSBHRM506 Manage recruitment selection and induction processes.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM525 Manage recruitment and onboarding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the recruitment and onboarding process for two different individuals.

In the course of the above, the candidate must:

- update organisational policies and procedures for recruitment and onboarding
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the onboarding process
- comply with relevant legislation and organisational requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of recruitment, selection and onboarding policies and procedures
- common recruitment and selection methods
- relevant legislation, regulations, standards and codes of practice that may affect recruitment and onboarding
- key features of psychometric and skills testing programs for recruitment
- key components of contracts of employment.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

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- workplace documentation and resources relevant to performance evidence
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

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

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way 4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.2, 4.2	• Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	2.2, 3.3, 4.4	• Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning • Uses clear language to clarify rules and roles relating to team activities in formal and informal situations
Numeracy	1.2, 4.2	• Interprets numeric information relevant to team activities
Navigate the world of work	1.1, 3.1, 3.2, 3.5	• Understands the nature and purpose of own role and how it affects others in the work context
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	• Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members • Recognises the importance of establishing and building effective working relationships • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	• Plans, sequences and prioritises tasks for efficient and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others • Reflects on outcomes and further explores own and the team's role in implementing innovation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
  - modelling open and respectful communications
  - contributing to the make-up and rules of the team
  - planning and scheduling of activities
  - reflecting on activities, feedback and challenges to identity improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
  - team characteristics
  - the role of group dynamics and diversity
  - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
  - allocation of time and activities
  - modelling behaviour
  - rewards and recognition
  - communications

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- feedback.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINS401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to collect, organise, analyse and present information using available systems and sources. This includes identifying research requirements and sources of information, evaluating the quality and reliability of the information, and preparing and producing reports.

The unit applies to those who are required to analyse and apply their knowledge of the organisation to research tasks, evaluate information from a variety of sources and apply solutions to a range of predictable and unpredictable problems.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Information Services

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and confirm research strategy	1.1 Identify research objectives according to organisational requirements 1.2 Identify potential sources for research information relevant to organisation requirements 1.3 Assess reliability of potential sources 1.4 Identify and confirm information research strategy is relevant to the research objectives
2. Collect and store research information	2.1 Access and extract relevant information in a format suitable for analysis and distribution according to research strategy

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Store research information according to security requirements and organisational policies and procedures
3. Analyse and synthesise research information	3.1 Analyse stored information according to research strategy 3.2 Identify themes and draw conclusions according to research strategy 3.3 Demonstrate that assumptions and conclusions used in analysis are clear, justified, supported by evidence and consistent with research strategy
4. Present research information	4.1 Identify methods of reporting that align with the intended audience and relevant organisational requirements 4.2 Draft research report on findings 4.3 Facilitate review of draft report according to organisational policies and procedures 4.4 Distribute research report according to organisational policies and procedures 4.5 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Analyses and evaluates textual information to develop information research strategies, integrate facts and ideas and meet organisational requirements
Writing	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience
Oral Communication	• Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Self-management	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role
Problem solving	• Identifies and solves foreseeable problems in familiar work contexts
Technology	• Uses the main features and functions of digital technologies and tools to

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Skill	Description
	research and analyse information

Unit Mapping Information

Supersedes and is equivalent to BSBRES411 Analyse and present research information.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINS401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- research, analyse and present research findings according to organisational requirements on at least two occasions.

In the course of the above, the candidate must:

- identify research requirements and objectives
- collect, organise and present research information
- maintain information securely
- prepare report on research findings, including:
  - justified assumptions and conclusions
  - efficient and reliable research methods.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures relating to:
  - accessing information
  - storing information
  - security requirements
  - form and content of research report
- key aspects of the reliability and validity of research and analysis
- common research strategies
- key aspects of relevant information sources, including:
  - reliability
  - accuracy
  - authority

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- audience
- relevance
- likelihood of bias.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace information systems, equipment and resources relevant to performance evidence
- workplace policies and procedures relevant to performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINS601 Manage knowledge and information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and maintain information and data systems to support decision making, and to optimise the use of knowledge and learning throughout the organisation.

The unit applies to individuals who are responsible for ensuring that critical business information is readily available to review the organisation's performance and to ensure its effective functioning. It applies to a wide range of information assets such as business performance data, customer feedback, statistical data and financial data.

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

Unit Sector

Technical Skills – Information Services

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect relevant business information	1.1 Review staff and customer feedback and business performance data 1.2 Identify, define and analyse business issues 1.3 Identify information required to reach a decision on issues 1.4 Source and collect relevant, reliable information 1.5 Confirm information is reliable and valid and reject where contradictory or ambiguous 1.6 Consult relevant stakeholders and collect and review relevant knowledge

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse information and knowledge	2.1 Create clear, relevant and consistent objectives for analysis according to organisational requirements 2.2 Identify and interpret patterns and emerging trends according to organisational requirements 2.3 Use and interpret statistical analyses, where required 2.4 Use sensitivity analysis on relevant options 2.5 Document approach to analysis of information and knowledge and conclusions drawn 2.6 Adjust information and knowledge management decision support systems, where required
3. Decide rectification for business issues	3.1 Confirm sufficient valid and reliable information is available to support decisions 3.2 Use risk management plans to determine acceptable courses of action 3.3 Use relevant quantitative methods to assist decision making 3.4 Consult specialists and other relevant stakeholders 3.5 Make decisions and confirm decisions are consistent with organisational objectives, values and standards
4. Distribute information to the organisation	4.1 Confirm information requirements are documented and according to organisational requirements 4.2 Document information and update databases 4.3 Design and test systems to meet information requirements of relevant stakeholders 4.4 Confirm information and knowledge systems are current, accurate, relevant and sufficient for relevant stakeholders 4.5 Develop communication plan 4.6 Distribute information to relevant stakeholders according to organisational policies and procedures 4.7 Monitor and update communication distribution plans 4.8 Maintain relevant knowledge and support security of information

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description

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Skill	Description
Reading	• Organises, evaluates and critiques ideas and information from a wide range of complex texts • Draws on a broad range of strategies to build and maintain understanding throughout complex texts
Writing	• Generates complex written texts, demonstrating control over a broad range of writing styles and purpose • Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning
Oral Communication	• Encourages discussions and applies appropriate listening and questioning techniques while consulting with others • Presents complex information in formal situations using language, tone and pace appropriate for the audience and purpose
Numeracy	• Uses numeracy skills to interpret complex statistical and researched information, performing calculations on data to render it usable and reportable
Self-management	• Works autonomously making high level decisions to achieve and improve organisational goals
Planning and organising	• Plans and manages activities with implications for the whole organisation
Initiative and enterprise	• Makes high impact decisions, analysing input from a range of sources and, where appropriate, drawing on experience • Explores new and innovative ideas through analysis and critical thinking
Technology	• Uses digital technologies to manage knowledge and information and actively investigates new technologies for strategic and operational purposes

Unit Mapping Information

Supersedes and is equivalent to BSBINM601 Manage knowledge and information.

Supersedes but is not equivalent to:

- BSBLIB505 Develop disaster management plans
- BSBLIB605 Analyse and describe specialist and complex material
- BSBMGT801 Direct the development of a knowledge management strategy for a business
- BSBRKG603 Prepare a functional analysis for an organisation.

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Links

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Assessment Requirements for BSBINS601 Manage knowledge and information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage knowledge and information for an organisation or work area.

In the course of the above, the candidate must:

- source and analyse information for business decisions including:
  - identifying business problems and issues and related knowledge and data requirements
  - confirming the clear and relevant objectives for analysis of information
  - applying statistical analysis, sensitivity analysis and other techniques to draw conclusions relevant to decisions
  - ensuring sufficient valid and reliable information or evidence is available to support decisions
  - identifying and accessing sources of reliable information
  - using applicable technology
  - carrying out consultation with stakeholders and specialists
- contribute information and the outcomes of analysis to decision making
- distribute information to relevant stakeholders
- design, test and adjust information systems to meet needs and objectives.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- existing and emerging technologies and how they can be used in knowledge and information management
- statistical analysis and other quantitative methods commonly used in decision making, including:
  - correlation calculations

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  - short, medium-term and long-term trend analyses
  - probability assessment
  - dynamic programming
  - linear programming
  - queuing theory
  - simulation
- key features of management information systems and decision support systems
- risk management plans and procedures for using to determine acceptable courses of action.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to managing knowledge and information
- workplace documentation and resources relevant to performance evidence
- relevant technology and equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBLDR411 Demonstrate leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

The unit applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These leaders have a strong influence on the work culture, values and ethics of the teams they supervise.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to demonstrate leadership	1.1 Identify organisation's requirements for management performance 1.2 Identify qualities required for positive management performance according to organisational policies and procedures 1.3 Develop and implement performance plans for individual and team according to organisation's business objectives 1.4 Establish key performance indicators according to organisation's business objectives
2. Align behaviour with	2.1 Locate and assess organisation's standards and values for

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ELEMENT	PERFORMANCE CRITERIA
organisational values	conducting business 2.2 Identify how own performance will contribute to upholding organisational values 2.3 Identify issues to be resolved according to organisational values 2.4 Gather and organise information relevant to the issues under consideration
3. Model leadership behaviour	3.1 Facilitate individual's and team's active participation in team decision-making processes 3.2 Examine options and assess associated risks to determine preferred course of action 3.3 Develop plan to implement decisions agreed by relevant individuals and teams 3.4 Use feedback processes to monitor the implementation and impact of decisions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making
Writing	• Records and reports key information related to the organisational goals, standards and objectives • Researches, plans and prepares documentation for relevant stakeholders
Oral Communication	• Uses structure and language when developing performance plans, or when seeking and providing information about organisational goals and objectives
Numeracy	• Identifies and comprehends mathematical information in familiar texts to establish key performance indicators
Enterprise and initiative	• Identifies how own role meshes with others and contributes to broader work goals • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes • Identifies the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate

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	with whom, why and how
Planning and organising	• Develops plan to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Uses systematic, analytical processes in complex, non-routine situations, setting goals • Evaluates effectiveness of decisions in terms of how well they meet stated goals

Unit Mapping Information

Supersedes and is equivalent to BSBMGT401 Show leadership in the workplace.

Supersedes but is not equivalent to BSBMGT405 Provide personal leadership.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR411 Demonstrate leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement at least two performance plans, including one relating to individuals and one relating to teams.

In the course of the above, the candidate must:

- comply with organisation's standards and values
- evaluate own behaviour and performance against organisational standards and values and adjust to achieve required standards
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
  - relevant information
  - examination of options and associated risks
  - input from relevant people
- communicate about making and implementing decisions including:
  - facilitating agreement on the preferred course of action and implementation plans
  - monitoring and seeking feedback on the implementation and impact of decisions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- methods to identify an organisation's standards and values when they are stated, and where they are implied
- organisational values and expectations of behaviour
- basic leadership theories
- common leadership styles

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- organisation's process for raising questions about standards and values
- examples of behaviours and performance that would typically be considered damaging to an organisation
- concepts of:
  - organisational values and ethics
  - role modelling
  - integrity and credibility
  - leadership.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR412 Communicate effectively as a workplace leader

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to communicate effectively as a workplace leader, including understanding the context, choosing methods of communication to suit the audience, and following up.

The unit applies to managers, supervisors and team leaders required to communicate with other persons within the workplace. Communication skills cover a range of methods and contexts within principally structured environments.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for communication	1.1 Identify purpose and audience for communication 1.2 Identify the desired outcome of the communication 1.3 Evaluate available methods of communication according to task requirements and organisational business policies and procedures 1.4 Identify potential barriers to effective communication and develop solutions to minimise impact
2. Engage in communication	2.1 Communicate using media and format relevant to the context 2.2 Use respectful and positive approaches to communications 2.3 Employ two-way processes to ensure receipt and

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	acknowledgement of message 2.4 Provide opportunities to clarify and confirm understanding
3. Review communication	3.1 Maintain record of the communication process and outcomes according to organisational policies and procedures 3.2 Identify follow up actions and communicate to relevant persons 3.3 Seek feedback on communication processes from all parties 3.4 Identify and incorporate opportunities to improve leadership communication processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Analyses and evaluates textual information from a range of sources to inform communication processes
Writing	• Plans and prepares workplace documentation for relevant stakeholders according to organisational formats
Oral Communication	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit the audience
Initiative and enterprise	• Adheres to organisational policies and procedures relevant to own role
Teamwork	• Cooperates, collaborates and consults with others to clarify and confirm understanding and seek feedback • Selects and uses appropriate communication conventions and practices to build rapport, seek or present information
Planning and organising	• Plans and implements activities and processes to identify and establish communication and record keeping requirements • Uses analytical processes to identify potential problems and generate solutions • Systematically gathers and analyses all relevant information and evaluates options in order to make decisions about communication processes

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Unit Mapping Information

Supersedes and is equivalent to BSBLDR401 Communicate effectively as a workplace leader.

Links

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Assessment Requirements for BSBLDR412 Communicate effectively as a workplace leader

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, engage and review communication on at least four occasions with different individuals or groups.

In the course of the above, the candidate must:

- identify the context for communication and select approach and responses accordingly
- create and present messages by choosing method and mode appropriate to the audience and context
- undertake effective two-way communication from the perspective of a supervisor or team leader
- identify and record actions required as a result of communication and follow-up in a timely manner.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislation requirement and organisational policies on workplace communication
- characteristics of effective leadership communication
- electronic and non-electronic communication methods, including situations where they would or would not be used
- effective listening techniques
- common feedback process and methods
- leadership communication responsibilities applicable to own role
- common barriers to effective communication in a workplace context
- characteristics of verbal and non-verbal communication.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources for communication and leadership.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR413 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

The unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context. At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to lead workplace relationships	1.1 Identify work team objectives according to organisational strategy 1.2 Collect and analyse information for the achievement of work task 1.3 Share ideas and information with relevant internal and external stakeholders according to work task 1.4 Develop strategy for completion of work task in collaboration with work team

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ELEMENT	PERFORMANCE CRITERIA
2. Lead workplace relationships	2.1 Identify and implement methods to facilitate collaboration to complete work task 2.2 Support colleagues experiencing difficulties fulfilling work requirements 2.3 Manage conflict constructively within the organisation's processes and parameters of own role 2.4 Communicate work progress to relevant internal and external stakeholders
3. Review leadership	3.1 Seek feedback on relationship management for work task from relevant stakeholders 3.2 Analyse feedback on relationship management 3.3 Evaluate personal performance in leading workplace relationships 3.4 Identify areas of improvement for leading workplace relationships future work tasks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies
Oral Communication	• Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements
Initiative and enterprise	• Identifies and follows legislative and organisational requirements relevant to own role
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Planning and	• Plans and implements activities and processes to manage and review work performance

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organising	• Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties

Unit Mapping Information

Supersedes and is equivalent to BSBLDR402 Lead effective workplace relationships.

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Assessment Requirements for BSBLDR413 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead effective workplace relationships on at least four occasions with different individuals or groups.

In the course of the above, the candidate must:

- access and analyse information required to achieve planned outcomes
- collaborate with work team to develop and implement a work task strategy
- apply techniques for resolving problems and conflicts, and dealing with poor performance according to organisational and legislative requirements
- monitor and communicate work progress to relevant internal and external stakeholders
- seek and review feedback to improve workplace leadership.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- considerations for communicating information including audience cultural and social diversity
- consultation processes including internal and external sources of consultees
- impacts of relationships, cultural and social environment, in supporting or hindering the achievement of planned outcomes
- techniques for developing positive work relationships and building trust and confidence in a team, including:
  - interpersonal styles
  - communications
  - consultation
  - cultural and social sensitivity
  - networking

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- impact of legislation and organisational policies on workplace relationships
- techniques for communicating information and ideas to a range of stakeholders
- common methods to resolve workplace conflict
- common methods to manage poor work performance
- common methods to monitor, analyse and improve work relationships.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to performance evidence
- workplace documentation and resources
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBLDR414 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills, knowledge and outcomes required to lead the performance of a team and to develop team cohesion.

The unit applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams. Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must ‘manage up’ as well as manage their team/s.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan team outcomes	1.1 Lead team to identify and establish team objectives and work processes 1.2 Support team to document identified objectives and work processes according to organisational processes 1.3 Encourage team members to incorporate innovation and productivity measures in work plans 1.4 Lead and support team members to meet expected outcomes
2. Promote team cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members on their efforts and contributions 2.4 Address or refer issues, concerns and problems identified by team members 2.5 Model expected behaviours and approaches
3. Supervise team performance	3.1 Encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Support team to identify and resolve problems which impede performance 3.3 Ensure own contribution to work team serves as a role model for others
4. Liaise with management	4.1 Establish open communication with line management 4.2 Communicate information from line management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team to line management to action 4.4 Communicate issues raised by management to the team to action

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Writing	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others

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Planning and organising	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others, as required

Unit Mapping Information

Supersedes and is equivalent to BSBLDR403 Lead team effectiveness.

Supersedes but is not equivalent to BSBSMB407 Manage a small team.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR414 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a team development plan, that addresses:
  - innovation and productivity measures
  - team cohesion
  - issues management and actions.

In the course of the above, the candidate must:

- apply knowledge of organisational goals, objectives and plans to work tasks
- communicate with team members and management to identify and establish team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work processes, including team purpose, roles, responsibilities, goals and plans
- organisational escalation policies and procedures
- behaviours which enhance organisational image for work team, clients and customers
- processes for setting goals that contribute to team effectiveness
- effects of individual behaviour on team effectiveness
- innovation and productivity measures in work plans
- key features of common leadership styles.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information about the organisation, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBLDR513 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to present and negotiate persuasively, lead and participate in meetings and make presentations to customers, clients and other key stakeholders.

It applies to managers and leaders who are required to identify, analyse, synthesise and act on information from a range of sources, and who deal with unpredictable problems as part of their job role. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate clearly	1.1 Confirm authority to present material on behalf of a business, in accordance with organisational policies and procedures 1.2 Identify information that may be subject to confidentiality and manage appropriately 1.3 Identify information needs of audience and prepare a position in line with purpose of communication

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Use language, written or verbal, that is appropriate for the audience 1.5 Use active listening to seek stakeholder and intra-organisational input to achieve a balanced exchange of views
2. Present and negotiate persuasively	2.1 Map stakeholder landscape, identifying key individuals and target groups in line with organisational objectives 2.2 Prepare realistic positions and supporting arguments in advance of the likely expectations and tactics of others 2.3 Acknowledge differences of opinion to encourage the rigorous examination of all options 2.4 Use a variety of communication styles to present business positions to best effect 2.5 Seek mutually beneficial solutions by establishing areas of common ground and potential compromise 2.6 Keep negotiations focused on key issues and moving forward towards a final resolution
3. Participate in and lead meetings effectively	3.1 Identify the need for any meetings and schedule meetings in response to the need 3.2 Prepare materials relating to key issues and disseminate in advance 3.3 Develop and circulate an agenda, and use efficient, inclusive meeting procedures to maximise participation and maintain order 3.4 Achieve agreed outcomes in the available time by co-operating with and seeking consensus and compromise 3.5 Summarise outcomes of meetings for action and distribute to stakeholders promptly, as required
4. Make presentations at meetings, forums and conferences	4.1 Identify appropriate forums to present business positions, in line with organisational objectives 4.2 Obtain reliable information and advice to prepare appropriate presentations 4.3 Adapt language, explanations, media and information/entertainment balance to meet the needs of the audience 4.4 Respond to questions openly, honestly, and in accordance with organisational policies

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Writing	• Prepares documentation that accurately summarises key findings or outcomes for own use and for distribution to others • Prepares presentations appropriate to audience needs, context and purpose
Oral Communication	• Selects appropriate and engaging vocabulary adjusting language and presentation features to maintain effectiveness of interaction • Uses active listening and questioning to seek information and confirm understanding
Navigate the world of work	• Understands the implications of legal and ethical responsibilities to maintain confidentiality
Interact with others	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals • Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective negotiation and collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	• Plans, organises and implements complex tasks required to achieve required outcomes • Uses analytical processes to evaluate options, and aid in problem-solving and decision-making

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR513 Communicate with influence	BSBLDR503 Communicate with influence	Updates to elements, performance criteria and assessment requirements	Equivalent unit

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Links

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Assessment Requirements for BSBLDR513 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- review organisational policies to determine information that may be subject to confidentiality
- negotiate and present persuasively
- identify relevant stakeholder groups
- communicate clearly with key stakeholders to position the business to best effect including listening actively, understanding the information needs of others and adapting communication to suit the audience
- prepare for, participate in, and lead meetings to obtain outcomes
- prepare and make presentations to groups of people including:
  - identifying suitable fora for presentations
  - presenting reliable information
  - designing the presentation to meet the needs of the audience
  - answering questions clearly and concisely.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- Key industry, media and government organisations, events and communication channels that are relevant to the organisation
- Key principles of cross-cultural communication
- Key features of various techniques for negotiation, mediation, conflict resolution and incident de-escalation

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- Key features of structured and inclusive meeting procedures
- Key features of relevant organisational objectives
- Key features of relevant organisational policies and procedures, including in relation to the confidentiality of information.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR522 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to manage the performance of staff that are direct reports.

The unit applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback. The unit makes the link between performance management and performance development and reinforces both functions as a key requirement for effective managers.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available 1.2 Develop work plans and allocate work according to organisational requirements and operational plans 1.3 Develop and confirm performance standards and key performance indicators with relevant staff prior 1.4 Conduct risk analysis according to organisational risk management plan and legal requirements
2. Assess performance	2.1 Review performance management and processes according to legislation, organisational objectives and policies

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Train participants in the performance management and review process 2.3 Conduct performance management according to organisational policies procedures and relevant timelines 2.4 Monitor and evaluate performance according to performance standards and key performance indicators
3. Provide feedback	3.1 Provide informal feedback and coaching to staff 3.2 Advise relevant personnel, where performance is poor and take necessary actions 3.3 Document feedback according to the organisational performance management system 3.4 Conduct formal structured feedback sessions as necessary and according to organisational policy
4. Manage follow up	4.1 Develop performance improvement and development plans according to organisational policies 4.2 Monitor underperforming individuals according to organisational policies 4.3 Respond to underperforming individuals, as required 4.4 Reinforce excellence in performance through recognition and continuous feedback

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Learning	• Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	• Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	• Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Self-management	• Applies legal and regulatory responsibilities related to own work and the organisation as a whole

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	• Adheres to organisational policies and procedures
Teamwork	• Applies the protocols governing what to communicate to whom and how in a range of work contexts • Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Planning and organising	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support, as required to assist in the decision-making process • Uses experiences to reflect on the ways in which variables impact on performance

Unit Mapping Information

Supersedes and is equivalent to BSBMGT502 Manage people performance.

Supersedes but is not equivalent to:

- BSBMGT404 Lead and facilitate off-site staff
- BSBSLS502 Lead and manage a sales team.

Links

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Assessment Requirements for BSBLDR522 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage performance of at least two individuals
- manage performance of at least one team.

In the course of the above, the candidate must:

- consult with stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- assess performance against performance indicators according to performance management and review processes
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- keep records and documentation in accordance with the organisational performance management system
- reinforce excellence in performance through recognition and continuous feedback
- respond to underperforming individuals according to organisational policies, as required.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory and organisational requirements for performance management and review
- organisational risk management plan
- organisational human resource support services
- organisational performance measurement systems
- key features of unlawful dismissal rules and due process

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- staff development options and information.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation on performance management
- workplace documentation and resources for performance management and review.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBLDR523 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

The unit applies to individuals in leadership or management positions who have a prominent role in establishing and managing processes and procedures to support workplace relationships. These individuals apply the values, goals and cultural diversity policies of the organisation. They use complex and diverse methods and procedures as well as a range of problem solving and decision making strategies, which require the exercise of considerable discretion and judgement.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish effective workplace relationship processes	1.1 Identify required processes for workplace collaboration according to organisational policies and procedures 1.2 Develop consultation processes for employees to contribute to issues related to their work role 1.3 Develop processes for conflict management 1.4 Develop processes for escalated issues or refer to relevant personnel
2. Manage effective	2.1 Delegate and confirm responsibilities for fulfilling work tasks

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ELEMENT	PERFORMANCE CRITERIA
workplace relationships	2.2 Collaborate and support team to perform work tasks 2.3 Identify and address issues in workplace relationships according to processes established 2.4 Monitor and communicate to employees outcomes of conflict management
3. Review management of workplace relationships	3.1 Seek feedback on management of workplace relationships from relevant stakeholders 3.2 Evaluate feedback for improvements to leadership style 3.3 Identify areas of improvement for future workplace relations leadership

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Writing	• Prepares plans and policies incorporating appropriate vocabulary, grammatical structure and conventions
Self-management	• Adapts personal communication style to model behaviours, build trust and positive working relationships, and to support others • Takes responsibility for formulating, organising and implementing plans, processes and strategies that impact the workplace
Initiative and enterprise	• Follows organisational policies and procedures regarding diversity and ethical conduct
Teamwork	• Plays a lead role in situations requiring effective collaboration, demonstrating high level support and facilitation skills and ability to engage and motivate others • Evaluates outcomes to identify opportunities for improvement
Planning and organising	• Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBLDR502 Lead and manage effective workplace relationships.

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Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR523 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement processes to manage ideas and information on at least two occasions, including:
  - communicating information to support others to achieve work responsibilities
  - facilitating employees' contributions to consultation on work issues
  - providing feedback on the outcomes of consultations
  - resolving issues raised or referring to relevant personnel
- develop and implement processes and systems to manage difficulties on at least two occasions, including:
  - identifying and resolving conflicts and other difficulties according to organisational policies and procedures
  - planning how to address difficulties
  - providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- systems, policies and procedures that can support the development of effective work relationships
- key aspects of work relationships, including:
  - interpersonal styles
  - communications
  - consultation
  - cultural and social sensitivity
  - networking

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  - conflict resolution
- legislation relevant to managing effective workplace relationships
- organisational policies and procedures relevant to workplace relationships
- methods to develop processes for:
  - consultation with employees
  - conflict management
  - task issue management.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to workplace relationships
- workplace documentation and resources for workplace relationships.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR602 Provide leadership across the organisation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to demonstrate senior leadership behaviour and personal and professional competence. Business ethics are also addressed in this unit.

The unit applies to individuals who have a role in modelling professionalism in their organisation and industry and inspiring and motivating others to achieve organisational goals. Leadership is seen in the context of the organisational mission.

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

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate organisational mission and goals	1.1 Confirm objectives, values and standards according to organisation's strategic direction 1.2 Establish links between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3 Confirm that media and language used for communicating organisational mission and goals meets the needs of individuals and group 1.4 State expectations of internal groups and individuals 1.5 Investigate incidents and communicate results to relevant

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ELEMENT	PERFORMANCE CRITERIA
	groups and individuals according to organisational policies and procedures
2. Influence groups and individuals	2.1 Make decisions according to organisational policies and procedures and work task timeframes 2.2 Facilitate improvements to organisational and workplace policies and procedures 2.3 Facilitate integration of global environment and new technology into work activities 2.4 Represent organisation in the media and community
3. Build and support teams	3.1 Assign accountabilities and responsibilities to teams according to competencies and operational plans 3.2 Resource teams to allow them to achieve their objectives 3.3 Create and maintain a positive work environment 3.4 Encourage teams and individuals to develop innovative approaches to work tasks
4. Demonstrate personal and professional competence	4.1 Model ethical conduct in own work and encourage others to adopt business ethics 4.2 Adapt interpersonal and leadership styles to meet circumstances and situations 4.3 Set and aim to achieve personal objectives and work program outcomes 4.4 Engage in professional development activities and industry and professional networks and groups

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Learning	• Seeks ways to maintain and improve own skills and knowledge • Identifies systems, devices and applications with potential to meet current and/or future needs
Reading	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	• Researches, plans and prepares documentation using format and language appropriate to the audience
Self-management	• Works autonomously making high level decisions related to the achievement of organisational goals

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	• Identifies designation of roles and responsibilities and their contribution to broader organisational goals • Identifies implications of ethical and other organisational responsibilities in carrying out own role
Teamwork	• Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development • Collaborates and cooperates with others, playing an active role in leading and facilitating effective group interaction and influencing direction • Facilitates a work environment in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes
Planning and organising	• Accepts responsibility for planning and sequencing complex tasks and workload of self and others, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness
Problem solving	• Applies problem solving processes to identify risks, evaluate options and determine solutions

Unit Mapping Information

Supersedes and is equivalent to BSBMGT605 Provide leadership across the organisation.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR602 Provide leadership across the organisation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- influence, support and provide resources for at least two individuals
- influence, support and provide resources for at least one team.

In the course of the above, the candidate must:

- communicate the organisation's objectives, values and standards to a range of stakeholders using appropriate media and language
- assign accountabilities to teams according to competencies and operational plans
- resource teams according to work objectives
- demonstrate ethical conduct and professional competence and continuing professional development
- encourage others to adopt business ethics and build their commitment to the organisation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and workplace policies and procedures related to providing leadership in the organisation
- business ethics and its application to leadership styles and the organisation's mission, objectives and values
- organisational research and implementation methods
- processes to establish and maintain a positive work environment for individuals and teams
- organisational mission, purpose and values
- organisational objectives, plans and strategies and regulatory requirements
- organisational change processes.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulation, standards and codes
- workplace documentation and resources required to make leadership decisions.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and

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ELEMENT	PERFORMANCE CRITERIA
	implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401 Develop teams and individuals Release 2	BSBLED401 Develop teams and individuals Release 1	Updated to clarify assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Model high standards of management performance and behaviour	1.1 Ensure management performance and behaviour meets the organisation’s requirements 1.2 Ensure management performance and behaviour serves as a positive role model for others 1.3 Develop and implement performance plans in accordance with organisation’s goals and objectives 1.4 Establish and use key performance indicators to meet

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ELEMENT	PERFORMANCE CRITERIA
	organisation's goals and objectives
2. Enhance organisation's image	2.1 Use organisation's standards and values in conducting business 2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility
3. Make informed decisions	3.1 Gather and organise information relevant to the issue/s under consideration 3.2 Facilitate individual's and team's active participation in decision-making processes 3.3 Examine options and assess associated risks to determine preferred course/s of action 3.4 Ensure decisions are timely and communicate them clearly to individuals and teams 3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6 Use feedback processes effectively to monitor the implementation and impact of decisions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 3.1, 3.3, 3.5, 3.6	• Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making
Writing	1.3, 1.4, 3.1, 3.3, 3.5, 3.6	• Records and reports key information related to the organisational goals, standards and objectives • Researches, plans and prepares documentation for relevant stakeholders
Oral Communication	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Uses appropriate structure and language when developing performance plans, or when seeking and providing information about organisational goals and

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		objectives
Numeracy	1.4	• Identifies and comprehends mathematical information in familiar texts to establish key performance indicators
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.1, 2.3	• Understands how own role meshes with others and contributes to broader work goals • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes • Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Organisation's standards and values must be identified by considering:	• explicitly stated values • values that are implied by the way the organisation conducts its business.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT401 Show leadership in the workplace	BSBMGT401A Show leadership in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
  - relevant information
  - examination of options and associated risks
  - input from relevant people
- communicate about making and implementing decisions including:
  - facilitating agreement on the preferred course of action and implementation plans
  - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:
  - stated

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  - implied
- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
  - organisational values
  - role modelling
  - integrity and credibility
  - leadership.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

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ELEMENT	PERFORMANCE CRITERIA
processes	making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Document work performance to aid the identification of further opportunities for improvement 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.2, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral	1.2, 1.3, 2.3	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit

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Communication		the audience
Navigate the world of work	2.1	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	• Takes responsibility for planning and organising own workload to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses digital applications to access and filter data, extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBOPS403 Apply business risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify business risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the work role.

The unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or delegate aspects of these tasks to others. Risks applicable to own work responsibilities and area of operation may include projects being undertaken individually or by a team, or operations within a section of the organisation.

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

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify context for risk management 1.2 Undertake required steps to identify risks 1.3 Document identified risks according to relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes

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ELEMENT	PERFORMANCE CRITERIA
3. Treat risks	3.1 Identify control measures for risks 3.2 Assess strengths and weaknesses of control measures 3.3 Refer risks to relevant personnel, where required, according to policies and procedures 3.4 Select and implement control measures for personal area of operation and responsibilities
4. Monitor and review effectiveness of risk treatments	4.1 Review implemented treatments against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Monitor and review management of risk in personal area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Learning	• Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions
Reading	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes
Oral communication	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	• Uses numerical tools to assess risk and uses numerical data to review plans
Enterprise and initiative	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Teamwork	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Planning and organising	• Determines job sequence and works logically and systematically to undertake defined tasks

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Skill	Description
Technology	• Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Supersedes and is equivalent to BSBRSK401 Identify risk and apply risk management processes.

Links

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Assessment Requirements for BSBOPS403 Apply business risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to apply organisational policies, procedures and processes to:

- treat at least three risks by:
  - identifying different types of organisational risks
  - consulting with stakeholders to analyse and evaluate risks
  - implementing control measures
  - referring risks that are beyond own area of responsibility to others
  - maintaining risk management documentation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- techniques for identifying and evaluating risks
- organisational policies and procedures for risk management
- areas where risks are commonly identified in an organisation
- risks beyond scope of individual responsibility to be referred to relevant organisational personnel
- purpose and key elements of current risk management standards.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business risk

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- workplace documentation on selected organisational risks.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBOPS502 Manage business operational plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and monitor the implementation of operational plans to support efficient and effective workplace practices and organisational productivity and profitability.

The unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plans.

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

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish operational plan	1.1 Research, analyse and document resource requirements 1.2 Develop operational plan in consultation with, and with approval from, relevant stakeholders 1.3 Develop contingencies for operational plan 1.4 Explain plan to relevant work teams
2. Manage resource acquisition	2.1 Confirm that employees are recruited and inducted according to the organisation's human resources management policies, practices and procedures 2.2 Confirm that physical resources and services are acquired according to the organisation's policies, practices and procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and incorporate requirements for intellectual property rights and responsibilities related to acquisition of resources
3. Monitor and review operational performance	3.1 Assess progress of operational plan in achieving profit and productivity plans and targets 3.2 Identify areas of under-performance, recommend solutions and rectify the situation 3.3 Plan and implement relevant processes for ongoing monitoring and confirm that support is provided for individuals and teams 3.4 Negotiate recommendations for variations to operational plans and gain approval from designated persons

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	• Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements
Oral communication	• Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders
Numeracy	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Enterprise and initiative	• Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Planning and organising	• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as required to assist in the development and planning phase • Sequences and schedules complex activities, monitors

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Skill	Description
	implementation, and manages relevant communication
Problem solving	• Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions
Technology	• Demonstrates awareness of the importance of data security in a digital environment

Unit Mapping Information

Supersedes and is equivalent to BSBMGT517 Manage operational plan.

Links

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Assessment Requirements for BSBOPS502 Manage business operational plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage an operational plan for at least one business or work area.

In the course of the above, the candidate must:

- develop and implement an operational plan using a variety of information sources and consultation including:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate with stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- confirm existence of relevant strategies, including strategies relating to:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- stakeholders involved in development and management of operations plan including escalation points, colleagues and specialist resource managers
- key information sources for proposal development and presentation including resource requirement specialists

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- consultation processes
- content of operational plans, including:
  - procurement processes
  - employee recruitment and induction strategies
  - physical resource and service acquisition strategies
  - key indicators of organisational performance
- budget and actual financial relating to profit and productivity
- methods for preparing operational plans and contingency plans
- role of an operational plan in achieving an organisation's objectives
- procedures and records associated with documenting performance
- approaches for developing key performance indicators to meet business objectives
- legislative and regulatory framework relating to the development and implementation of operational plan of the organisation, including:
  - fair trading laws
  - work health and safety
- organisational policies, practices and procedures that relate to the operational plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation and regulations relevant to operational plans
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBOPS504 Manage business risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to manage business risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

The unit applies to individuals who are working in positions of authority and who are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

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

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish risk context	1.1 Evaluate organisational processes, procedures and requirements and determine scope for risk management process 1.2 Review strengths and weaknesses of existing arrangements 1.3 Document critical success factors, goals and objectives for area included in scope 1.4 Communicate risk management process to relevant stakeholders
2. Identify risks	2.1 Invite stakeholders to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Document risks that apply to the scope, in consultation with relevant parties

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ELEMENT	PERFORMANCE CRITERIA
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select from options for treating risks 4.2 Develop action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Implement action plan according to organisational policies and procedures 4.5 Monitor and evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Synthesises a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	• Develops textual material and organises content in a manner that effectively documents risk management analysis and assessment priorities and processes
Oral communication	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	• Uses numerical tools to assess risk and uses numerical data to review plans
Teamwork	• Selects appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Planning and organising	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Refers to organisational processes, procedures and requirements when making decisions about risk management
Technology	• Uses digital technologies and systems to access information,

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Skill	Description
	document plans and communicate with others

Unit Mapping Information

Supersedes and is equivalent to BSBRSK501 Manage risk.

Links

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Assessment Requirements for BSBOPS504 Manage business risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead at least one risk management process for an organisation or work area.

In the course of the above, the candidate must:

- analyse information from a range of sources to identify the scope and context of the risk management process, including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- organisational policies, procedures and processes for risk management, including document storage
- types of business risks
- options for treating risks
- risk management process
- purpose and key elements of current risk management standards

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- tools and techniques to identify risks to scope risk management processes.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to risk management
- workplace documentation and resources relating to risk management.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBOPS601 Develop and implement business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead a business operation that covers the steps required to develop and implement business plans.

The unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. These individuals may oversee the work of a number of teams and other managers.

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

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish business plan	1.1 Identify organisational and legislative frameworks relevant to development of a business plan 1.2 Review market requirements for the organisation's products and service 1.3 Identify and assess business requirements, objectives, competitors and established plans 1.4 Develop performance objectives and measures for business plan, in consultation with relevant stakeholders 1.5 Identify financial, human and physical resource requirements for the business 1.6 Develop business plan

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ELEMENT	PERFORMANCE CRITERIA
2. Implement business plan	2.1 Communicate business plan to all relevant stakeholders 2.2 Confirm skilled labour is available to implement plan 2.3 Test performance measurement systems and refine, where required 2.4 Prepare reports on key aspects of the business 2.5 Report system failures, product and service failures and variances to the business plan as they occur
3. Respond to performance data	3.1 Analyse performance reports against planned objectives 3.2 Review performance indicators and refine, where required 3.3 Identify and coach under-performing staff 3.4 Establish ongoing review processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance
Writing	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares business plan for relevant stakeholders
Oral communication	• Presents information and seeks advice using language and features appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	• Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
Enterprise and initiative	• Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Provides support in field of expertise to colleagues, as required
Planning and organising	• Sequences and schedules complex activities, monitors implementation and manages relevant communication

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Skill	Description
	• Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBMGT617 Develop and implement a business plan.

Supersedes but is not equivalent to:

- BSBCUE604 Develop and maintain a service level strategy
- BSBCUE606 Forecast and plan using customer engagement traffic information analysis
- BSBMGT618 Develop an engagement centre business plan.

Links

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Assessment Requirements for BSBOPS601 Develop and implement business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement at least one business plan.

In the course of the above, the candidate must:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements and marketing approaches
- write a business plan, including:
  - description of the business
  - products and services
  - financial, physical and human resource requirements
  - regulatory requirements
  - marketing strategy
  - financial indicators
  - productivity and performance targets for key result areas
- monitor and respond to business performance including evaluation of performance against key results indicators
- consult, communicate with and report to relevant stakeholders
- provide analysis of the strengths and weaknesses of a business plan.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks required for the development of business plans, including:
  - pre-existing strategic, business and operational plans
  - business vision, mission, values and objectives

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  - permits or licences that may be required for new activity
- processes for developing and monitoring business plans
- customer needs and budgeting information
- performance objectives and measures, including key results indicators
- stakeholders involved in the development of business plans.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business information and data relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPEF501 Manage personal and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to implement systems and process that support the personal and professional development of self and others.

The unit applies to individuals working in a range of managerial positions who are accountable for the development and performance of others.

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

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage work goal development	1.1 Document team member responsibilities and identify organisational framework for development of work goals 1.2 Support others to develop work goals, plans and activities that align with their responsibilities 1.3 Assess others' work goals, plans and activities for alignment with organisational goals and provide feedback to team members 1.4 Facilitate access to personal and professional development opportunities that align to team member goals, plans and activities
2. Facilitate achievement of work priorities	2.1 Assess and prioritise personal, team and organisational demands 2.2 Use technology to manage work priorities of the team

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and implement techniques to manage team health and wellbeing in the workplace
3. Develop and maintain professional competence	3.1 Document own development needs, priorities and plans using applicable competency standards, where required 3.2 Seek feedback from relevant personnel on own development needs 3.3 Participate in personal and professional development activities that address identified needs, priorities and plans

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Investigates and uses a range of strategies to develop personal competence
Reading	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	• Uses feedback to prepare reports that summarise ways to improve competence
Oral communication	• Uses active listening and questioning to seek and receive feedback
Enterprise and Initiative	• Identifies how own role contributes to broader organisational goals • Considers organisational protocols when planning career development of self and others
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Planning and organising	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency
Technology	• Uses technology to manage and prioritise work tasks

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Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBLED503 Maintain and enhance professional practice
- BSBWOR501 Manage personal work priorities and professional development.

Links

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Assessment Requirements for BSBPEF501 Manage personal and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a plan for own personal and professional development
- manage personal and professional development of at least two other individuals.

In the course of the above, the candidate must:

- identify roles and responsibilities of team members
- support two different individuals to develop work goals that align with their role and responsibilities
- facilitate team member access to relevant personal and professional development activities
- use technology to organise and prioritise tasks and commitments of a team or work area
- research and implement techniques for maintaining health and wellbeing of self and others
- develop personal work goals, plans and activities to meet work goals
- measure personal work performance, including assessing competency against competency standards
- participate in personal and professional development activities to develop professional competence.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- roles and responsibilities of team members
- principles and techniques involved in the management or organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plans
  - personal goal setting

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  - task prioritisation
- common personal and professional development activities relevant to the industry
- technology to plan and prioritise work tasks
- techniques to manage health and wellbeing in the workplace
- organisation's human resources policies and procedures relevant to professional development.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPRC502 Manage supplier relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to manage relationships with suppliers of larger or multiple smaller procurement activities, where the relationship is of some significance to the organisation. It covers managing procurement agreements, resolving disagreements with suppliers, finalising agreements, and reviewing the performance of suppliers.

It applies to individuals who manage relationships with an organisation's suppliers, and is typically undertaken by a senior procurement officer or procurement manager.

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

Unit Sector

Administration – Procurement and Contracting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage supplier agreements	1.1 Monitor supplier performance throughout the duration of agreements in accordance with organisational policies and procedures 1.2 Identify, monitor and manage risks in risk management plans throughout the duration of agreements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify and address potential and actual performance issues 1.4 Negotiate and resolve amendments to agreements as a consequence of addressing performance issues 1.5 Seek and obtain approval for amendments from organisational management 1.6 Communicate approved amendments to suppliers and relevant personnel
2. Resolve disagreements with suppliers	2.1 Identify and investigate causes of disagreements with suppliers and assess their validity 2.2 Negotiate and resolve disagreements 2.3 Establish transparent and trust with supplier to support relationship 2.3 Document amendments to agreements as a consequence of the resolution of disagreements in accordance with organisational policies and procedures 2.4 Seek and obtain approval for amendments from organisational management 2.5 Communicate approved amendments to suppliers and relevant personnel
3. Finalise agreements	3.1 Confirm all supplier obligations as having been met prior to agreements being finalised 3.2 Finalise procurement agreements on completion of contract 3.3 Document arrangements to finalise agreements in accordance to organisational policies and procedures
4. Review performance of suppliers	4.1 Evaluate supplier performance against the requirements of procurement agreements 4.2 Inform suppliers of evaluation outcomes as required 4.3 Make recommendations about future use of suppliers to relevant personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

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Skill	Description
Reading	• Interprets textual information from a range of sources and determines how content may be applied to organisational requirements
Writing	• Documents amendments to agreements • Develops documentation according to organisational formats
Oral Communication	• Communicates verbally using clear language and appropriate features to provide information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information
Numeracy	• Interprets financial information within procurement agreements
Navigate the world of work	• Understands legal and organisational obligations that underpin agreements and contracts with suppliers
Interact with others	• Liaises with suppliers and relevant personnel to gain agreement on required performance levels • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	• Plans and implements tasks required to manage agreements, including negotiating and coordinating input from others • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options, and seeking input and advice from others • Uses systematic, analytical processes to identify and solve performance problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPRC502 Manage supplier relationships Release 1	BSBPUR502 Manage supplier relationships Release 1	Updates to elements and performance criteria, performance evidence and knowledge evidence.	Equivalent unit

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Assessment Requirements for BSBPRC502 Manage supplier relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- successfully manage relationships with suppliers over the life of specific procurement agreements in accordance with organisational policies and procedures, including:
  - using effective communication to resolve disputes with suppliers amending and developing documentation to finalise an agreement with a supplier
  - evaluate supplier performance and formulate recommendations about future use of supplier.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- key features of procurement supplier relationship management
- methodologies to monitor, review and evaluate supplier performance
- key techniques to successfully manage and resolve supplier disagreements
- key features to outline organisation's policies and procedures related to:
  - conduct and ethics
  - procurement
  - tendering and contracting.
  -

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – procurement and contracting field of work and include access to:

- organisation policies and procedures
- procurement strategies and relevant procurement supplier management records
- office equipment and supplies
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPRC504 Manage a supply chain

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to manage a supply chain, including the commercial and technical capabilities to ensure outcomes achieve organisational objectives.

It applies to individuals who are responsible for managing a supply chain in an organisation.

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

Unit Sector

Administration – Procurement and Contracting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop and implement a supply chain strategy	1.1 Identify the organisation's objectives and the strategies for achieving them 1.2 Review current supply chain management strategy and how it delivers against organisational strategies 1.3 Assess supply chain opportunities that will add value to the organisation within the requirements of the strategy and budgetary allowance 1.4 Design and implement a supply chain strategy that increases effectiveness and achieves organisational objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Gain commitment of stakeholders to implement supply chain strategy 1.6 Assign responsibility to monitor supply chain strategy to relevant personnel
2. Manage the flow of supplies through the supply chain	2.1 Obtain information on the specifications of supplies in the supply chain 2.2 Clarify the aims, objectives and plans of supplies against organisational policies and procedures 2.3 Allocate supply chain tasks to self and other personnel 2.4 Support personnel to achieve supply chain tasks and milestones 2.5 Monitor and control the achievement of supply chain objectives against cost and timescales 2.6 Present reports on the results of supply chain outcomes to stakeholders
3. Manage supply chain relationships and activities	3.1 Apply portfolio analysis techniques to assess relationships in supply chains in accordance with the supply chain management strategy 3.2 Evaluate financial, technical and performance data of suppliers in accordance with supply chain strategies 3.3 Identify opportunities to adjust supply chain strategies to respond to the changing needs of customers, supply chain and organisational objectives 3.4 Design and implement a framework to promote collaboration with suppliers to achieve a competitive advantage 3.5 Consult with organisation management to confirm progress of supply chain activities in accordance to organisational objectives
4. Evaluate and improve supply chain effectiveness	4.1 Review the effectiveness of current relationships within the supply chain in accordance with the supply chain management strategy 4.2 Compare supply chain management models to determine most appropriate infrastructure to support organisational objectives 4.3 Assess techniques to support the development of innovation in the supply chain 4.4 Analyse cost reduction activities for a supply chain to achieve organisational objectives 4.5 Consolidate analysis and evaluation results to improve future supply chain management strategies and seek feedback from

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ELEMENT	PERFORMANCE CRITERIA
	organisation management

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Gathers and analyses textual information from a range of sources and identifies relevant and key information to assist in the supply chain management process
Writing	• Designs, develops and revises strategic documents appropriate to audience and context
Oral Communication	• Uses clear language and appropriate features to provide information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information
Numeracy	• Analyses and compares financial information to assist in managing, evaluating and improving the supply chain
Navigate the world of work	• Contributes to organisation's strategic directions by developing and revising organisational policies and procedures • Complies with all legal requirements relevant to own responsibilities and considers the implications of these when negotiating, planning and undertaking work
Interact with others	• Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	• Develops plans to manage complex supply chain activities, with an awareness of how they contribute to strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations • Actively identifies digital systems, devices and applications with potential to meet current or future needs

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPRC504 Manage a supply chain Release 1	BSBPUR504 Manage a supply chain Release 1	Updates to elements and performance criteria, performance and knowledge evidence.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPRC504 Manage a supply chain

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- critically evaluate organisational supply chain management
- successfully manage a supply chain in accordance with organisational policies and procedures, including:
  - implement a supply chain strategy
  - monitor supply chain activities
  - co-ordinate staff and engage relevant stakeholders
  - liaise with suppliers to drive efficiencies
- evaluate and formulate recommendations to improve supply chain management strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- key features of organisational objectives and their relationship to the supply chain strategy
- key requirements relating to the management of a supply chain, including:
  - organisational policies and procedures for procurement, tendering and contracting
  - contracting and tendering
  - ethical behaviour
  - purchasing and procurement
  - supply chain management
- techniques to establish collaborative relationships

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- relevant legislation, regulations, standards and organisation policies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – procurement and contracting field of work and include access to:

- organisation policies and procedures
- supply chain strategies and relevant supply chain management records
- office equipment and supplies
- case studies and, where possible, real situations in the workplace.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

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ELEMENT	PERFORMANCE CRITERIA
	been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

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Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to work health and safety (WHS), in accordance with business goals and objectives 2.2 Research market needs, and market size and potential 2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business 2.4 Identify methods, from marketing strategies, to promote market exposure of the business 2.5 Identify methods or means of production or operation from production or operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce or deliver products and services 2.7 Identify, assess and prioritise internal and external risks 2.8 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction 3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements 3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	• Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral	1.1, 3.1	• Articulates ideas and requirements clearly and

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Communication		creatively based on techniques appropriate to assess business performance
Numeracy	2.2, 2.3, 2.5-2.7	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Navigate the world of work	2.1, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	3.1	• Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	• Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative strategies • Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB404 Undertake small business planning Release 2	BSBSMB404 Undertake small business planning Release 1	Updated to clarify intent	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning

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- clarify relevant industry codes of practice
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB407 Manage a small team

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select, induct, train and develop staff members to enhance business operations within the parameters of all relevant legislative requirements.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role have a good knowledge of industrial relations and team management and use effective, responsive and supportive communication in workplace interactions.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop staffing plan	1.1 Determine staffing requirements to allow the business to run effectively, in accordance with requirements outlined in the

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ELEMENT	PERFORMANCE CRITERIA
	business plan 1.2 Identify and compare existing skills of owner/s and staff with business requirements to identify any gaps 1.3 Develop policies and procedures for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain team	2.1 Develop job or position descriptions, competencies required and selection criteria to meet business' needs 2.2 Judge information obtained from each candidate against specified selection criteria, and select according to business needs and legal requirements 2.3 Induct new staff members in accordance with policies and procedures of the business 2.4 Make team members aware of their responsibilities and performance requirements as soon as practicable, and take opportunities to coach team members who are unfamiliar with procedures of the business 2.5 Develop and implement a staff development program and career paths based on requirements of business and staff competencies 2.6 Advertise staff vacancies appropriately in accordance with staffing plan
3. Comply with industrial relations obligations	3.1 Clarify workplace rights and obligations of employers and employees, in accordance with legal requirements and codes of practice 3.2 Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1 Develop staff records system to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2 Monitor and accurately maintain system for recording and retrieving personnel and payroll information, and seek specialist advice where required
5. Manage staff	5.1 Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed performance measures 5.2 Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business 5.3 Support and encourage staff, and acknowledge and reward

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ELEMENT	PERFORMANCE CRITERIA
	their contribution 5.4 Regularly provide opportunities for staff to discuss work related issues 5.5 Develop contingency plans to cope with unexpected or extreme situations and take appropriate corrective action as required
6. Review team performance	6.1 Develop positive and constructive relationships with and between team members 6.2 Review and update team objectives in support of business goals on a regular basis in consultation with team members 6.3 Identify strengths and weaknesses of team against current and expected work requirements 6.4 Schedule time, on a regular basis, for team members to review work operations to maintain and improve operational efficiency 6.5 Encourage team members to monitor their own performance, suggest improvements and identify professional development needs, in accordance with personal and business requirements 6.6 Monitor and review staff turnover rate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.2, 2.3, 2.5, 2.6, 3.1, 4.1, 5.1, 6.3, 6.5, 6.6	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.3, 2.1-2.6, 3.1, 3.2, 4.1, 4.2, 5.5, 6.1-6.3, 6.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.2, 2.2-2.4, 3.1, 3.2, 4.2, 5.3, 5.4, 6.1, 6.2, 6.4, 6.5	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding • Participates in verbal negotiations and coaching using tone and language suitable to audience

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Numeracy	6.4	• Uses basic mathematical formulas to review staff performances within available work schedules
Navigate the world of work	1.3, 2.2. 3.1, 4.1	• Understands own legal rights and responsibilities and is extending understanding of general legal principles across work contexts • Monitors adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment
Interact with others	2.4, 2.6, 5.3, 6.1, 6.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Looks for ways of establishing connections and building genuine understanding with a diverse range of people • Actively identifies important communication exchanges, selecting appropriate channels, format, tone and context to suit purpose and audience, and monitors impact
Get the work done	1.1, 1.2, 2.2, 2.3, 2.5, 4.2, 5.1, 5.2, 5.5, 6.3, 6.6	• Uses digital technologies and systems safely, legally and ethically when gathering, storing, accessing and sharing information • Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes • Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB407 Manage a small team Release 2	BSBSMB407 Manage a small	Updated to clarify intent	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
	team Release 1		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB407 Manage a small team

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use the business plan to:
  - determine staffing requirements
  - coordinate skill-gap training where required
  - develop human resource policies and procedures
- develop job descriptions and selection criteria
- determine induction processes
- implement staff development program
- adhere to legal requirements and codes of practice
- develop staff records system
- conduct ongoing performance measures
- communicate effectively with staff members
- develop contingency plans
- develop strategies to review team performance
- monitor and review staff.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss all government legislative requirements relating to staffing the business operation

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- explain work health and safety (WHS) responsibilities and procedures for managing hazards
- summarise relevant industry awards or enterprise agreements
- outline staff development pathways
- identify training course options for staff development
- summarise staff counselling, grievance and disciplinary procedures
- identify unfair dismissal legislation and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB420 Evaluate and develop small business operations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to evaluate and develop small business operations.

It applies to individuals who operate a small business which stands alone, or that is part of a department within a larger organisation. Individuals in this role use problem-solving skills and take responsibility for developing approaches to evaluating and developing business operations.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review and evaluate operational strategies and procedures	1.1 Develop a detailed operational plan that sets out clear action points to fulfil on business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues and implement strategies to minimise risk factors 1.3 Review and evaluate, where appropriate, a quality assurance process for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop operational KPIs that align with the business plan 1.5 Align KPIs to business strategies, including utilisation of

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ELEMENT	PERFORMANCE CRITERIA
	existing or new technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems to evaluate business performance and customer satisfaction, including by setting key performance indicators or targets 2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety in accordance with the business plan, incorporating new digital technologies where possible 2.3 Identify and manage staffing requirements, considering a range of permanent and flexible arrangements, and adhering to budgetary constraints 2.4 Provide goods or services in accordance with established legal, ethical cultural and technical standards 2.5 Provide goods or services in accordance with time, cost and quality specifications, and customer requirements, incorporating new digital technologies where possible 2.6 Apply quality procedures to address product or service and customer requirements
3. Evaluate business performance	3.1 Use digital technologies to regularly evaluate and review achievement of operational targets to ensure optimum business performance, in accordance with business goals and objectives 3.2 Review and document systems and structures, with a view to more effectively supporting business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system 3.4 Update operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business operations to increase business success, in accordance with business goals and objectives 4.2 Research new and emerging digital technologies periodically, implementing as relevant, in accordance with business goals and objectives 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	• Interprets numerical information to manage performance information and regulate cash flow
Navigate the world of work	• Evaluates adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment • Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety
Get the work done	• Reflects on how digital systems and tools are used or could be used to achieve work goals, and begins to recognise strategic and operational applications • Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation • Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Uses each experience to reflect on how variables impact decision outcomes, and to gain insights into what constitutes an effective decision in different contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB420 Evaluate and develop small business operations	BSBSMB405 Monitor and manage small business operations	Updates to title, elements, performance criteria and assessment requirements	Equivalent unit

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Links

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Assessment Requirements for BSBSMB420 Evaluate and develop small business operations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
  - developing an operational plan
  - identifying risk management procedures
  - developing a quality assurance process
  - developing and implementing performance measures
  - utilising existing, new and emerging digital technologies to optimise business performance
- implement and evaluate strategies and procedures developed, including:
  - controlling stock, expenditure, and work health and safety risks
  - identifying and meeting staffing requirements
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
- record and research business improvements, including the potential to implement new and emerging digital technologies
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of relevant legislation and industry codes of practice
- Key features of methods for implementing operation and revenue control systems

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- Key features of methods for evaluating performance and implementing improvements
- Key features of work health and safety (WHS) responsibilities and procedures for managing hazards
- Key features of relevant principles of risk management, including risk assessment
- Key features of quality assurance system principles and methods
- Key features of the role of digital technologies and innovation in modern business
- Key features of systems to manage staff, stock, expenditure, services and customer service
- Key features of required technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources, including business technology
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB421 Manage small business finances

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 5.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis, including by using new and emerging digital technologies.

It applies to individuals who operate a small business that stands alone, or that is part of a department within a larger organisation. Individuals in this role interpret financial reports and other numerical data to develop financial management strategies.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial strategy	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business 1.2 Produce financial budgets or projections, including cash flow

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ELEMENT	PERFORMANCE CRITERIA
	estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Develop a plan to negotiate and manage business capital to best enable implementation of the business plan 1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance in line with the business plan 1.7 Record and communicate financial procedures to relevant personnel to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Use available digital technologies to regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial goals have been met 2.2 Monitor marketing and operational strategies for their effects on the financial goals 2.3 Calculate and evaluate financial ratios according to own or industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required 2.5 Undertake research regularly to identify opportunities to implement new and emerging technologies to boost business profitability in accordance with the business plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding

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	• Participates in verbal negotiations using tone and language suitable to audience
Numeracy	• Interprets numerical information to calculate all relevant financial information
Navigate the world of work	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBSMB406 Manage small business finances.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB421 Manage small business finances

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 5.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- manage the business according to financial goals, including:
  - adhering to legal requirements
  - produce relevant financial projections, including cash flow estimates
  - develop a plan to negotiate and manage business assets and financial capital
  - defining strategies for debt collection and contingencies for debtors
  - managing cash flow
  - defining key performance indicators
  - communicating with relevant people
  - seeking specialist services where required
- monitor the business against financial plan and make changes as required
- identify opportunities to implement new and emerging digital technologies to support the financial management of the business.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of benchmarking

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- Key features of financial decision-making relevant to the business
- Key features of significant financial indicators
- Key purposes of financial reports
- Key features of balance sheet preparation and interpretation
- Key features of debt collection procedures or strategies
- Key features of profit and loss statement preparation and interpretation
- Key features of stock records and stock control relevant to the business.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources, including business technology
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSTR401 Promote innovation in team environments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify and implement ways of promoting innovation within team environments in the workplace.

The unit applies to individuals who are team participants or team leaders responsible for playing a proactive role in demonstrating innovation in a formal or informal team environment.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify opportunities to maximise innovation	1.1 Identify team requirements relating innovation 1.2 Determine team dynamic and own relationship with team 1.3 Assist in evaluating team requirements according to workplace policies and procedures 1.4 Assist in identifying team's current ways of working according to team objectives 1.5 Assist in identifying opportunities in areas for innovation 1.6 Assist in creating processes that allow team members to suggest options for innovation and innovative ideas
2. Organise and agree on effective ways of	2.1 Identify ideas for ways of working better

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ELEMENT	PERFORMANCE CRITERIA
working	2.2 Delegate responsibilities across the team, and encourage and reinforce team-based innovation 2.3 Agree and share responsibilities and confirm best use of team strengths and abilities 2.4 Schedule activities that allow time for thinking, challenging and collaboration 2.5 Establish reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues to promote innovation	3.1 Demonstrate behaviour that supports innovation within team 3.2 Create an environment for staff to proactively share information, knowledge and experiences with other team members 3.3 Dedicate time with team members to challenge and test ideas 3.4 Discuss and explore innovation ideas with other team members
4. Evaluate innovation ideas and promotion	4.1 Identify criteria to review successful innovation in the workplace 4.2 Share innovation successes and examples of successful innovation within own workplace 4.3 Reflect on implemented innovation ideas 4.4 Seek and respond to feedback from relevant stakeholders to generate discussion and identify improvements in promoting innovation 4.5 Discuss with relevant stakeholders the challenges of being innovative 4.6 Document feedback received for improvements in promoting innovation for future activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	• Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral communication	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning • Uses clear language to clarify rules and roles relating to team

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SKILL	DESCRIPTION
	activities in formal and informal situations
Numeracy	• Interprets numeric information relevant to team activities
Planning and organising	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Teamwork	• Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members • Recognises the importance of establishing and building effective working relationships
Planning and organising	• Plans, sequences and prioritises tasks for efficient and effective outcomes
Problem solving	• Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Reflects on outcomes and further explores own and the team's role in implementing innovation
Initiative and enterprise	• Understands the nature and purpose of own role and how it affects others in the work context

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBINN301 Promote innovation in a team environment.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSTR401 Promote innovation in team environments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on at least two occasions assist a team to create an innovative team environment.

In the course of the above, the candidate must:

- encourage others to contribute to innovation
- identify ways of working
- implement and communicate improvements
- plan and schedule activities
- reflect on activities, feedback and challenges to identity improvement options
- model open and respectful communications
- contribute to the make-up and rules of the team.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of innovation and their benefits
- ways of working, including:
  - working hours
  - working spaces
  - agile working
- workplace policies and procedures
- internal and external factors that contribute to a team becoming and remaining innovative, including:
  - team characteristics
  - role of group dynamics and diversity
  - broader environmental factors

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- activities that can encourage and hinder innovation in a team, including:
  - allocation of time and activities
  - modelling behaviour
  - rewards and recognition
  - communications
  - feedback.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBSTR402 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to implement continuous improvement of systems and processes of an organisation. It includes using systems and strategies to encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

The unit applies to managers who are responsible for implementing the continuous improvement process to achieve the objectives of the organisation.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and plan for improvement	1.1 Identify relevant stakeholders and establish improvements required 1.2 Identify where new systems and processes could be implemented 1.3 Promote team involvement in decision making processes for team systems and processes 1.4 Communicate and agree on new improvement systems and processes with relevant stakeholders 1.5 Manage reports and recommendations for using systems and processes of the organisation

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Establish risk review processes
2. Monitor implementation of continuous improvement	2.1 Use workplace systems and technology, and monitor team performance according to organisational policies and procedures 2.2 Implement new systems and processes in consultation with relevant stakeholders 2.3 Maintain new system and processes in consultation with relevant stakeholders 2.4 Identify and resolve system and process issues
3. Evaluate implementation of continuous improvement	3.1 Communicate productivity improvements to relevant stakeholders and confirm their understanding 3.2 Seek and respond to feedback from relevant stakeholders on proposed improvement systems and process 3.3 Review improvement systems and process, and make changes, as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in order to implement continuous improvement systems and processes
Writing	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for required stakeholders
Oral communication	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit the audience
Initiative and enterprise	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment • Recognises the potential of new approaches to enhance work practices and outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering required information and identifying and evaluating options against agreed criteria

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SKILL	DESCRIPTION
Teamwork	• Selects and uses required conventions and protocols when communicating with diverse individuals to seek and share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Self-management	• Evaluates effectiveness of decisions in terms of how well they meet stated goals
Technology	• Uses digital applications to access and filter data, extract, organise, integrate and share required information
Planning and organising	• Takes responsibility for planning and organising own workload to achieve required outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBMGT403 Implement continuous improvement.

Supersedes but is not equivalent to:

- BSBCON401 Work effectively in a business continuity context
- BSBMGT406 Plan and monitor continuous improvement.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSTR402 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement at least one continuous improvement system or process in an organisation or work area.

In the course of the above, the candidate must:

- provide support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- communicate effectively to support the implementation of improvements and improvement system and processes
- implement, monitor and update improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports in the systems and procedures of the organisation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- continuous improvement systems and processes
- coaching and mentoring needs to support continuous improvement
- change management techniques that support continuous improvement and initiative
- organisation’s systems and data used for benchmarking and monitoring performance for continuous improvement.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

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This includes access to:

- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBSTR501 Establish innovative work environments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to create an environment that enables and supports practice which focuses on a holistic approach to the integration of innovation across all areas of work practice.

The unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish work practices	1.1 Identify relevant stakeholders 1.2 Identify organisational objectives and practices 1.3 Evaluate current work conditions 1.4 Determine working conditions that allow innovative practices according to organisational policies and procedures 1.5 Identify organisational resources relating to innovation 1.6 Build and lead team and maximise opportunities for innovation
2. Create an innovative	2.1 Evaluate the impacts of changing work environment

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ELEMENT	PERFORMANCE CRITERIA
environment	2.2 Collaborate with stakeholders and develop ideas for enhancing work environment 2.3 Identify and select resources required for enhancing work environment 2.4 Assess the ability of the workspace to support innovation 2.5 Assist team members to adapt and perform in new work environment
3. Implement innovative work environment	3.1 Encourage creative mindsets, collaborative working and development of positive workplace relationships 3.2 Reinforce the value of innovation according to organisational vision and objectives 3.3 Take risks to open up opportunities for innovation 3.4 Select ways of celebrating and encouraging innovation 3.5 Encourage and support evaluation of innovative ideas
4. Share and evaluate innovative ideas and work environment	4.1 Share relevant information, knowledge and skills on innovative practices with stakeholders 4.2 Provide and encourage formal and informal learning opportunities to develop skills required for innovation 4.3 Create opportunities where individuals can learn from the experience of others 4.4 Seek and respond to suggestions, improvements and innovations from all team members

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context
Writing	• Develops information for others using language to suit the context and audience
Oral communication	• Presents ideas and concepts to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to discuss and clarify information and to confirm understanding
Self-management	• Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role

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SKILL	DESCRIPTION
	requirements • Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs
Initiative and enterprise	• Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking
Teamwork	• Uses required communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts • Uses inclusive and collaborative techniques to share, promote and convey complex information about new ideas and systems within the workplace • Facilitates a climate where people feel comfortable suggesting and discussing improvements and new ideas
Problem Solving	• Uses problem solving processes to identify, assess and respond to challenges and risks around innovation

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBINN501 Establish systems that support innovation
- BSBINN502 Build and sustain an innovative work environment.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSTR501 Establish innovative work environments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish at least two different procedures and practices that foster innovation in areas of work practice, including at least three of the following:
  - collaborative work arrangements
  - building team capacity to contribute to innovation
  - providing formal and informal learning opportunities
  - evaluating ideas of innovation in work environment
  - celebrating and encouraging innovation
  - consulting with relevant stakeholders
  - changing physical work environment, including designing, fitting-out and decorating workspaces
  - communicating and sharing of ideas and feedback.

In the course of the above, the candidate must:

- reinforce the value of innovation to the vision and objectives of the organisation
- model behaviour, including:
  - being receptive to ideas
  - giving constructive advice
  - establishing and maintaining relationships based on mutual respect and trust
  - taking considered risks that provide opportunities for innovation
- support innovation and collaboration of ideas to make improvements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- concepts and theories of innovation

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- context for innovation in the workplace, including:
  - core business values
  - overall objectives
  - broader environmental context
  - value and benefit of innovative ideas and projects
- factors and tools that motivate individuals
- creative thinking and innovative work practices
- ways of celebrating and promoting innovation in the workplace
- approaches to management and leadership and how they support and hinder innovation
- challenges and barriers to innovation and ways of overcoming them, including:
  - rewarding and celebrating innovation
  - coaching and learning
  - modelling behaviour and managing the physical environment.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation and codes of practice
- relevant organisational policies and procedures
- workplace equipment and resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSTR502 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

The unit applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish systems and processes	1.1 Identify current systems and processes that facilitate continuous improvement 1.2 Identify and define improvement needs and opportunities for the organisation 1.3 Develop decision-making processes to assist continuous improvement and communicate to relevant stakeholders 1.4 Develop strategies for continuous improvement and encourage

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ELEMENT	PERFORMANCE CRITERIA
	team members to participate in decision-making processes 1.5 Develop knowledge management systems to capture team progress, insights and experiences from business activities 1.6 Develop new systems and processes that facilitate continuous improvement according to improvement needs and opportunities 1.7 Establish processes that confirm team members are informed about continuous improvement outcomes
2. Monitor and adjust performance strategies	2.1 Confirm relevant systems and processes meet organisation sustainability requirements 2.2 Confirm team progress, insights and experiences are captured and accessible using knowledge management systems 2.3 Coach individuals and teams to implement and support continuous improvement systems and processes 2.4 Identify and evaluate ways in which planning and operations could be improved 2.5 Make recommendations and communicate strategies to relevant stakeholders
3. Manage opportunities for further improvement	3.1 Evaluate outcomes and identify opportunities for improvement 3.2 Seek feedback from relevant stakeholders on systems and processes 3.3 Identify other areas for improvement and document feedback for future planning

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Identifies and extracts required information from a range of complex texts • Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	• Develops complex texts related to continuous improvement processes according to organisational requirements • Ensures the vocabulary, grammatical structures and conventions are required for the context and target audience
Oral	• Presents information to a range of audiences using appropriate structure and language

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SKILL	DESCRIPTION
communication	• Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Initiative and enterprise	• Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment • Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders
Problem solving	• Uses analytical and lateral thinking to review current practices and develop ideas for improvement
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Self-management	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes
Technology	• Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Supersedes and is equivalent to BSBMGT516 Facilitate continuous improvement.

Supersedes but is not equivalent to BSBCUE501 Develop business continuity strategy.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSTR502 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead and manage continuous improvement systems and processes for at least one organisation or work area.

In the course of the above, the candidate must:

- address organisational sustainability requirements
- incorporate mentoring, coaching and other support to enable individuals to participate in continuous improvement processes
- capture progress, insights and experiences using established knowledge management systems
- encourage participation in decision making processes and ideas for continuous improvement.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- systems and processes facilitating continuous improvement
- common decision-making processes
- organisational policies and procedures relating to digital systems, decision-making processes and continuous improvement systems
- business systems and requirements, including:
  - knowledge management
  - quality
  - sustainability
  - performance management.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to performance evidence
- organisational policies and procedures relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBSTR602 Develop organisational strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to establish the strategic direction of the organisation, sustain competitive advantage and enhance competitiveness. It covers analysis and interpretation of relevant markets, capability assessment of the organisation and analysis of the organisation's existing and potential competitors and allies. It also covers implementing the strategic plan and developing specific actions and initiatives that will be undertaken by people working in various roles.

The unit applies to individuals working in senior roles in the organisation who have responsibility for ensuring that the organisation is positioned to ensure its long-term viability and success.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm vision and mission of the organisation	1.1 Identify organisation's strategic direction, vision and mission 1.2 Consult with relevant stakeholders on required changes to vision and mission 1.3 Review and develop or revise organisational values to support the vision and mission statement 1.4 Seek support for strategic planning process from all relevant stakeholders

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse internal and external environment	2.1 Analyse and undertake research to understand external environment 2.2 Undertake political, economic, social, and technological (PEST) analysis 2.3 Undertake capability assessment of competitor organisations 2.4 Analyse organisation's strengths, weaknesses, opportunities and threats (SWOT) 2.5 Establish cooperative ventures, that are supported by risk and cost benefit analyses, according to organisational vision, mission and values and provide for due diligence, where required 2.6 Seek and respond to feedback from relevant stakeholders on analysis internal and external environments
3. Develop strategic organisational plan	3.1 Document relevant research and background for inclusion in the strategic plan 3.2 Develop objectives and strategies relevant for the future 3.3 Detail each strategy with a priority, a timeframe, responsible stakeholders and measurable performance indicators 3.4 Identify risks and develop a risk management plan 3.5 Circulate strategic plan and risk management plan for feedback and endorsement
4. Implement strategic organisational plan	4.1 Communicate strategic plan to all relevant stakeholders 4.2 Develop actions and initiatives for team members to undertake 4.3 Assign team members' roles in relation to strategic objectives 4.4 Use performance indicators to monitor progress in implementing plan and make refinements to plan 4.5 Evaluate achievement of objectives at agreed milestones with relevant stakeholders 4.6 Review effectiveness of plan and consider methods for improving strategic planning processes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Identifies and analyses complex organisational texts to determine business requirements

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SKILL	DESCRIPTION
	• Reviews, evaluates, interprets and applies content from a range of sources to aid in development of strategies
Writing	• Prepares strategic plans for relevant stakeholders incorporating appropriate vocabulary, grammatical structure and conventions • Incorporates amendments to documents according to organisational requirements • Collates and compiles data to convey specific information, requirements and recommendations
Oral communication	• Presents information and seeks advice using language and register appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	• Interprets and analyses data and information to identify trends and to estimate resource implications of proposed strategies
Self-management	• Works autonomously making high level decisions to achieve and improve organisational goals • Seeks feedback or expert advice, where required
Initiative and enterprise	• Takes a lead role in the development of strategies to achieve organisational goals • Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information
Planning and organising	• Develops flexible plans for complex, high impact activities with strategic implications, taking into account capabilities, efficiencies and effectiveness
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role
Problem solving	• Applies problem solving processes to identify risks, evaluate options and determine solutions • Evaluates outcomes to identify opportunities for improvement • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies

Unit Mapping Information

Supersedes and is equivalent to BSBMGT616 Develop and implement strategic plans.

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Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSTR602 Develop organisational strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- consult and communicate with relevant stakeholders, and develop and implement one strategic plan for an organisation on at least one occasion, including:
  - revising mission, vision and values
  - analysing and validating findings of research and analysis
  - obtaining input to and endorsement of strategic plans
  - brief relevant parties about strategic plan.

In the course of the above, the candidate must:

- analyse organisation's internal and external environment to formulate strategic plans, including:
  - background and research relevant to strategic plan
  - legislation, regulations and codes of practice, including for intellectual property
  - objectives, strategies and priorities
  - roles and responsibilities
  - performance indicators
  - timeframes
  - cost-benefit and risk analysis
- seek advice from appropriate experts
- monitor and evaluate the implementation of strategic plan and make refinements
- review effectiveness of planning processes and identify opportunities for improvement.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislation, regulations and codes of practice relevant to organisation's strategic plan

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- organisation's strategic direction, vision and mission
- methods for conducting capability assessment
- organisation's strengths, weaknesses, opportunities and threats
- strengths and weaknesses of existing and potential competitors
- key features of cooperative ventures
- methods for conducting cost benefit analysis
- key features of due diligence processes
- risks and risk management strategies relevant to strategic planning, including:
  - intellectual property rights and responsibilities
  - other risks
- strategic planning methodologies, including:
  - political, economic, social and technological (PEST) analysis
  - strengths, weaknesses, opportunities and threats analysis (SWOT)
- internal and external sources of information relevant to the organisation's market, competitors, customer base, vision, values and capabilities
- techniques for developing organisational values.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.

Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

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

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with

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ELEMENT	PERFORMANCE CRITERIA
	environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current purchasing strategies 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise environmental assets
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools

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ELEMENT	PERFORMANCE CRITERIA
	and strategies 4.5 Promote successful strategies and reward participants where possible

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 1.6, 1.7, 2.3, 3.1	• Identifies and analyses complex texts to determine legislative, regulatory and business requirements • Reviews reported information to evaluate workplace strategies and improvement practices
Writing	1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5	• Documents findings of investigations from written and oral sources according to organisational requirements • Provides updates about progress using formats and language appropriate to the audience and context
Oral Communication	2.1, 2.2, 3.3-3.5, 4.4, 4.5	• Presents information and seeks advice using structure and language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 2.4, 3.1, 3.6, 4.4	• Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools
Navigate the world of work	1.1, 1.2	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Interact with others	1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation • Uses systematic, analytical processes to set

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		environmental targets, gather relevant information, identify and evaluate alternative approaches • Evaluates outcomes of decisions to identify opportunities for improvement • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS401 Implement and monitor environmentally sustainable work practices	BSBSUS301 Implement and monitor environmentally sustainable work practices	Recoded to meet AQF standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements

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- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS511 Develop workplace policies and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement workplace sustainability policies and to modify the policy to suit changed circumstances.

The unit applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces. These individuals also engage with a range of relevant stakeholders and specialists.

'Sustainability' in this unit refers to a broad approach that focuses on the minimisation of an organisation’s social, economic and environmental impact, as well as proactive value creation in these areas.

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

Unit Sector

Business Competence – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare workplace sustainability policies	1.1 Establish scope and objectives of workplace sustainability policies 1.2 Gather information for development of sustainability policies 1.3 Analyse information and consultation insights 1.4 Develop and document sustainability policies according to organisational processes

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Incorporate implementation and continuous improvement processes into sustainability policies
2. Implement workplace sustainability policies	2.1 Present workplace sustainability policies and implementation processes to key stakeholders 2.2 Identify and source resources required to implement sustainability policies 2.3 Support implementation of workplace sustainability policies 2.4 Track continuous improvements in sustainability approaches using recording systems
3. Review implementation of workplace sustainability policies	3.1 Document outcomes and provide feedback to key personnel and stakeholders 3.2 Identify trends requiring remedial action to promote continuous improvement of performance 3.3 Modify sustainability policies to incorporate improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	• Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Oral communication	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Reading	• Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Initiative and enterprise	• Develops, monitors and modifies organisational policies and procedures according to legislative requirements and organisation goals
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Plays a lead role in consulting and negotiating positive outcomes with

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Skill	Description
	a range of stakeholders
Planning and organising	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBSUS501 Develop workplace policy and procedures for sustainability.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS511 Develop workplace policies and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement workplace policies and procedures for sustainability on at least one occasion, including:
  - implementing sustainability policy and procedures into wider organisational policies and procedures
  - consulting and communicating with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Australian and international standards relating to corporate sustainability
- environmental and sustainability legislation, regulations and codes of practice applicable to organisation
- internal and external sources of information and their use in planning and developing organisational sustainability policies and procedures
- elements required for the development of organisational sustainability policies and processes including:
  - agreed outcomes of the policy and procedures
  - policy timeframes and costs
  - performance indicators
  - activities to be undertaken
  - assigned responsibilities
  - record keeping, review and improvement processes
  - common sustainability issues with organisational systems and procedures

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- typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- corporate sustainability legislation, regulations, standards and codes
- organisational documentation on sustainability and sustainable practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBTEC403 Apply digital solutions to work processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit defines the skills, knowledge and outcomes to integrate digital technologies into common management practice.

The unit applies to supervisors, teams, and new and emerging leaders who need to apply digital vision and solutions within structured work environments.

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

Unit Sector

Digital Competence - Technology Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use digital workplace information	1.1 Identify available workplace digital applications for communications, technologies and networks 1.2 Locate and use digital information 1.3 Review digital information sources for validity and reliability 1.4 Create, store and retrieve information in digital format 1.5 Continuously review trends and innovations in relevant digital technology suitable for workplace innovation
2. Integrate digital solutions into work processes	2.1 Identify areas in workplace that could integrate digital solutions 2.2 Select digital solutions required in workplace operations 2.3 Review digital solutions that are fit for purpose and according to organisational policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Implement digital solutions into workplace operations 2.5 Identify and adopt digital media protocols and conventions 2.6 Train and support team members in the application of digital solutions
3. Comply with intellectual property rights	3.1 Identify relevant intellectual property legislation, regulations and the organisational policy 3.2 Review digital process and applications and confirm compliance with intellectual property requirements 3.3 Document, register and report relevant matters related to intellectual property

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Sources, analyses and interprets information in the context of organisational strategy and compliance requirements
Writing	• Develops texts dealing with complex concepts using specialised and detailed language to convey explicit information, requirements and recommendations in accordance with legal and organisational requirements
Oral communication	• Presents information using language and features appropriate to the audience
Teamwork	• Uses a collaborative instructional approach to encourage, support and develop understanding and skills in others

Unit Mapping Information

Supersedes and is equivalent to BSBMGT407 Apply digital solutions to work processes.

Supersedes but is not equivalent to:

- BSBCUE407 Administer customer engagement technology
- BSBITS411 Maintain and implement digital technology
- BSBMGT519 Incorporate digital solutions into plans and practices.

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Assessment Requirements for BSBTEC403 Apply digital solutions to work processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement at least two digital solutions in the work processes of an organisation or work area.

In the course of the above, the candidate must:

- identify digital applications, services and information and evaluate them for use in the workplace including:
  - checking the validity and reliability of digital information
  - monitoring trends and innovations in digital technology
  - selecting digital services and solutions suitable for the workplace
  - compliance to relevant legislation, regulations and organisational policies
- identify and implement protocols and procedures to integrate digital services and solutions including:
  - intellectual property requirements
  - digital media protocols and conventions
  - storage and retrieval of digital information
  - training, mentoring and other support for team members.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislation, regulations, and organisational policies and procedures relevant to working with digital technology and information
- strategies to train and support team members in applying digital technology
- key elements to consider when evaluating whether digital technology and information options are fit for purpose

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- intellectual property risks to organisation in relation to digital technology.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation and regulations
- workplace documentation and resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBTWK502 Manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

The unit applies to individuals working at a managerial level who lead and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement. It will also involve using a range of problem solving and decision-making strategies.

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

Unit Sector

Social Competence – Teamwork and Relationships

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish team performance plan	1.1 Identify team purpose, roles, and responsibilities according to organisational and task objectives 1.2 Develop performance plans with expected outcomes, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies for facilitating team member input into planning, decision making and operational aspects of team tasks 2.2 Develop or modify policies and procedures for promoting team

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ELEMENT	PERFORMANCE CRITERIA
	member accountability for personal work and team tasks 2.3 Provide feedback to team members on team effort and contributions 2.4 Develop processes for identifying and addressing issues, concerns and problems identified by team members
3. Facilitate teamwork	3.1 Encourage team members to participate in and to take responsibility for team activities 3.2 Support the team in identifying and resolving work performance problems 3.3 Promote work team collaboration through individual behaviour
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with relevant stakeholders 4.2 Communicate information from line management to the team 4.3 Communicate and follow-up unresolved issues, concerns and problems raised by team members with line management 4.4 Address unresolved issues, concerns and problems raised by stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	• Prepares workplace documentation that communicates complex information clearly and effectively
Oral Communication	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Enterprise and initiative	• Identifies how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and

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	provides feedback to others in forms that can be understood and used • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others
Planning and organising	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Supersedes and is equivalent to BSBWOR502 Lead and manage team effectiveness.

Supersedes but is not equivalent to:

- BSBMGT520 Plan and manage the flexible workforce
- BSBWRK409 Prepare for and participate in dispute resolution.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBTWK502 Manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the effectiveness of at least one work team.

In the course of the above, the candidate must:

- provide feedback to encourage, value and reward others
- model desired behaviour and practices
- encourage and foster shared understanding of purpose, roles and responsibilities
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- impacts of group dynamics on team performance
- methods of establishing team activities including communication processes
- strategies that can support team cohesion, participation and performance
- strategies for gaining consensus
- issue resolution strategies.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documents relevant to team task objectives.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS311 Assist with maintaining workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to assist with implementing and monitoring an organisation's work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have roles in assisting with maintaining workplace safety in an organisation. Individuals closely monitor aspects of work associated with the safe delivery of products and services, and they contribute to influencing safety in the workplace.

NOTES

1. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

2. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes.	*demonstrate achievement of the element.*
1. Assist with incorporating WHS policies and procedures into work team processes	1.1 Identify health and safety requirements of work team according to applicable WHS laws 1.2 Assist with explaining organisational WHS policies, procedures, programs and legislative requirements to required personnel 1.3 Assist with explaining hazard identification and risk assessment outcomes to required personnel
2. Contribute to consultative arrangements for managing WHS	2.1 Assist with implementing consultative processes designed to engage work team in managing WHS 2.2 Respond to WHS issues in a timely manner and according to organisational policies and procedures for issue resolution 2.3 Encourage others to participate in arrangements for managing WHS 2.4 Assist in engaging with required personnel to identify and implement improvements in response to WHS feedback
3. Contribute to organisational procedures for providing WHS training	3.1 Identify WHS training needs of the work team and report to relevant stakeholders 3.2 Identify strategies and opportunities for developing work team's WHS competence and report to relevant stakeholders 3.3 Provide assistance to work team members to support the effective development of their WHS competence
4. Participate in identifying hazards, and assessing and controlling risks for the work area	4.1 Identify hazards in the work area and report to relevant stakeholders according to organisational policies and procedures, and WHS legislative requirements 4.2 Assist with implementing processes designed to control risks using the hierarchy of control measures according to organisational procedures and WHS legislative requirements 4.3 Identify and document inadequacies in existing risk control measures according to organisational policies and procedures, the hierarchy of control measures and WHS legislative requirements 4.4 Report inadequacies in existing risk control measures to relevant stakeholders 4.5 Complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Interprets WHS legislative and organisational documentation • Applies appropriate strategies to construct meaning from WHS legislative and organisational documentation
Writing	• Documents WHS information using required format and industry specific vocabulary
Oral communication	• Presents information using language and non-verbal communication appropriate to audience and context • Uses questioning and active listening to confirm understanding
Navigate the world of work	• Follows WHS policies, procedures and legislative requirements relevant to own role • Keeps up to date with changes to WHS laws relevant to own role
Interact with others	• Selects appropriate communication protocols and conventions to provide information to others • Collaborates with others to achieve joint outcomes • Plays an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Provides feedback to others in forms with which they can engage and respond
Get the work done	• Sequences and schedules activities, monitors implementation and manages relevant communication • Initiates standard procedures when responding to issues raised through consultation • Uses feedback to participate in the identification and implementation of opportunities to improve arrangements for managing WHS issues

Unit Mapping Information

Supersedes and is equivalent to BSBWHS301 Maintain workplace safety.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS311 Assist with maintaining workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- assist with implementing and monitoring at least three different organisational work health and safety (WHS) policies or procedures into a work team's processes.

During the above, the candidate must:

- assist with implementing and monitoring consultation about each policy or procedure according to legislative and organisational requirements
- identify opportunities to encourage work team to contribute to implementing improvements to each policy or procedure based on feedback received through consultation
- complete WHS documentation.

Knowledge Evidence

The candidate must demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- characteristics and composition of the work team
- procedures related to the following:
  - identifying hazards
  - assessing and controlling risks to health and safety, including the hierarchy of control measures
- organisational WHS policies and procedures, including those relating to:
  - risk management
  - fire
  - emergencies
  - evacuation
  - incident investigation

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  - reporting
- relevant legislation, regulations and codes of practice from all levels of government that impact on business operations, including those relating to:
  - WHS and environmental issues
  - equal opportunity
  - industrial relations
  - anti-discrimination
- WHS aspects of other organisational systems and procedures.

Assessment Conditions

Assessment must comply with WHS laws, and WHS legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- standards, WHS laws and licensing requirements
- opportunities for interaction with others
- workplace equipment and resources required for the performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS521 Ensure a safe workplace for a work area

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate an organisation's work health and safety (WHS) policies, procedures and programs in a work area to ensure a safe workplace, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

The unit applies to those working in a range of contexts who have, or are likely to have, responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS laws, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by WHS laws.

NOTES

1. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

2. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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ELEMENTS	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish a WHS management system in a work area	1.1 Locate, adapt, adopt and communicate WHS policies that define the organisation's commitment to complying with WHS laws 1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS laws, policies, procedures and programs 1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS) according to organisational procedures
2. Establish and maintain effective and compliant consultative arrangements for managing WHS in a work area	2.1 Work with required personnel to set up and maintain consultative arrangements according to required WHS laws 2.2 Resolve issues raised through participation and consultation arrangements according to required WHS laws and organisational protocols 2.3 Provide information about consultation and participation outcomes to required personnel according to organisational policies and procedures
3. Establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in work area	3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks 3.2 Include hazard identification at the planning, design and evaluation stages of any workplace change to ensure that new hazards are not created by proposed changes and existing hazards are controlled 3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control measures and WHS legislative requirements 3.4 Identify inadequacies in existing risk controls according to the hierarchy of control measures and WHS legislative requirements, and promptly provide resources to enable implementation of new measures 3.5 Identify requirements for expert WHS advice, and request this advice as required, according to organisational procedures
4. Evaluate and maintain a work area WHS management system	4.1 Develop and provide a WHS induction and training program for required personnel in a work area as part of

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ELEMENTS	PERFORMANCE CRITERIA
(WHSMS)	organisation's training program 4.2 Use a system for WHS recordkeeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for decisions 4.3 Measure and evaluate the WHSMS according to organisation's quality systems framework 4.4 Develop and implement improvements to WHSMS to achieve organisational WHS objectives according to organisational procedures 4.5 Ensure compliance with WHS legislative framework to achieve, as a minimum, WHS legal requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Organises, evaluates and critiques ideas and information from WHS laws, policies, procedures and programs
Writing	• Produces WHS policies, procedures and programs using appropriate vocabulary, grammatical structure and conventions • Records WHS decisions according to organisational requirements
Oral communication	• Presents and seeks information from others using structure and language suitable for the audience • Provides information about WHS policies and procedures and on resolution of WHS issues, varying the level of technical vocabulary to suit the audience
Numeracy	• Selects from, and applies, an expanding range of mathematical and problem-solving strategies in identifying financial and human resources required to support WHS requirements
Navigate the world of work	• Monitors adherence to legal and regulatory rights and responsibilities for self and others in relation to WHS • Develops, implements and reviews WHS-related policies, procedures and processes according to legislative and organisational requirements
Interact with others	• Plays a lead role in situations requiring effective collaboration, demonstrating the ability to guide discussions and negotiate

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Skill	Description
	agreeable outcomes • Provides feedback to others in forms they can understand and use
Get the work done	• Develops plans or processes to manage relatively complex WHS management tasks, with an awareness of how they contribute to operational and strategic goals • Uses systematic and analytical processes, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Uses digital systems and tools to enter, store and retrieve relevant information

Unit Mapping Information

Supersedes and is equivalent to BSBWHS501 Ensure a safe workplace.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS521 Ensure a safe workplace for a work area

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- establish, implement, maintain and evaluate one work health and safety management system (WHSMS) for a work area of an organisation that complies with WHS laws, and organisational policies and procedures.

During the above, the candidate must:

- establish, implement, maintain and evaluate effective and compliant consultative arrangements for managing WHS, including:
  - identifying duty holders
  - identifying and approving required resources
  - developing and implementing a training program
- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of control measures.
-

Knowledge Evidence

The candidate must demonstrate the knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- details of relevant WHS laws relating to ensuring a safe workplace
- WHS organisational policies, procedures, programs and practices required for the performance evidence
- hazard identification and risk-management processes
- key principles, uses and components of the hierarchy of control measures and procedures for applying it in the workplace
- organisational and WHS legislative reporting requirements.
-

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Assessment Conditions

Assessment must comply with WHS laws, legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and must include access to:

- organisational WHS policies and procedures required to demonstrate the performance evidence
- WHS laws required to demonstrate the performance evidence
- case studies and, where possible, real situations
- opportunities for interaction with others.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBXTW301 Work in a team

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 5.0. Version created to rectify typographical error
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

Application

This unit describes the skills and knowledge required to work effectively as part of permanent or project based teams in a workplace within an industry.

This unit applies to a wide range of workers, but has a specific focus on the teamwork skills required for workers with limited responsibility for others.

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

Unit Sector

Cross Sector Skill

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify individual work tasks within a team	1.1 Identify own responsibilities according to organisational policies and procedures 1.2 Identify own role and task requirements within team 1.3 Articulate team structure and roles of other team members 1.4 Plan and prioritise own tasks according to given time frames and

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	team requirements
2. Contribute effectively to team goals	2.1 Identify team goals and own responsibilities relevant to achieving team goals 2.2 Contribute ideas and information in team planning discussions 2.3 Share knowledge and skills with team members to enable effective teamwork and seek or offer support as required
3. Work effectively with team members	3.1 Communicate clearly and respectfully with team members, considering the needs of those from diverse backgrounds and roles 3.2 Collaborate effectively with team members, including those who are working remotely on workplace issues 3.3 Seek and provide assistance and feedback to team members where appropriate
4. Communicate effectively with team leaders	4.1 Receive and confirm understanding of task instructions or directions 4.2 Communicate personal commitments in a timely manner 4.3 Identify and report any issues preventing the completion of workplace tasks, according to organisational requirements 4.4 Seek and act upon feedback to improve personal performance and/or behaviour

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	**Description**
Interact with others	• Uses appropriate communication practices when communicating with others • Cooperates and collaborates with team members
Get the work done	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities • Uses digital technology to find, record or communicate information

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Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBXTW301 Work in a team

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 5.0. Version created to rectify typographical error
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- identify individual and team roles and responsibilities
- plan assigned tasks according to priorities and deadlines, and in accordance with organisational requirements
- contribute to achievement of team goals
- share knowledge, ideas and problems with team members
- act on feedback in a constructive manner
- collaborate with a remote team member on a workplace issue.
-

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational requirements relevant to working in a workplace team:
  - workplace policies
  - codes of conduct
  - organisational reputation and culture
- typical compositions of workplace teams, and the roles and responsibilities of team members within organisations
- techniques for giving and receiving feedback in a constructive manner
- methods to support team members
- key principles of cross-cultural communication and communication with individuals with special needs or disabilities

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- methods and tools to work with others remotely:
  - collaboration via phone or mobile
  - collaboration via video conference
  - collaboration via other digital tools or software
- issues that may impact team performance and outcomes
- techniques to collaborate effectively with those working remotely.
-

Assessment Conditions

Mandatory conditions for assessment include:

- A safe working or simulated environment

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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FBPFSY2001 Implement the food safety program and procedures

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to maintain personal hygiene and conduct work tasks where work involves operation of production and packaging equipment and processes.

This unit applies to individuals who participate and comply with safety programs in the food processing sector. It does not apply to the pharmaceutical industry.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement the food safety program	1.1 Identify food handling requirements 1.2 Carry out food handling and control food safety hazards according to the food safety program 1.3 Report any incident where food safety control requirements are not met and take corrective action as directed

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Record food safety information to meet requirements of the food safety program 1.5 Maintain the workplace in a clean and tidy order to meet workplace standards 1.6 Conduct work to comply with workplace environmental guidelines
2. Participate in maintaining and improving food safety	2.1 Monitor work area, materials, equipment and product to ensure compliance with food safety requirements 2.2 Identify and report processes, practices or conditions that could result in a food safety breach, and take corrective action as directed 2.3 Raise food safety issues with supervisor
3. Comply with personal hygiene standards	3.1 Ensure personal hygiene meets the requirements of the food safety program 3.2 Report health conditions and illness as required by the food safety program 3.3 Wear appropriate clothing and footwear for the food handling task 3.4 Move around the workplace in compliance with the food safety program

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret information relating to food safety and environmental guidelines
Numeracy	• Monitor and interpret food safety information and data
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPFSY2001 Implement the food safety program and procedures	FDFFS2001A Implement the food safety program and procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPFSY2001 Implement the food safety program and procedures

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has effectively implemented the food safety program and procedures on two separate occasions in a food processing or food packaging environment, including:

- identifying own responsibilities with regard to food safety
- identifying food safety risks in the workplace and the control measures used to manage them
- applying control measures in own work
- monitoring compliance with food safety standards
- identifying and acting on non-compliances, and participating in improving safety
- maintaining required standards of personal hygiene.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- sources of information and expertise on procedures and responsibilities for food safety relating to own work
- basic concepts of critical control point (CCP)-based food safety, including identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- food safety management arrangements in the workplace, including awareness of food safety legislation, workplace policies and procedures to implement responsibilities, understanding the relationship between the quality system and the food safety program, personnel responsible for developing and implementing the food safety program, the role of internal and external auditors as appropriate, procedures followed to investigate contamination events, and performance improvement processes

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- Food Standards Code and why it exists
- common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences, and control methods to prevent occurrence
- basic understanding of the properties, handling and storage requirements of ingredients, materials and products handled and used
- methods used to monitor that food safety is under control, including the purpose of sampling
- action required in the event of non-compliance (corrective action is typically described in the food safety program and/or related workplace information)
- purpose of keeping records, and the recording requirements of the food safety program
- methods used in the workplace to isolate or quarantine food that may be unsafe
- product and ingredient traceability procedures, such as product recall where required by work responsibilities
- clothing and footwear requirements for working in and/or moving between food handling areas
- personal clothing maintenance, laundering and storage requirements
- appropriate bandages and dressings to be used when undertaking food handling
- housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where relevant
- procedures to follow in the event of pest sighting or discovery of infestation
- purpose and importance of cleaning and sanitation procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real food processing workplace
- resources, equipment and materials:
  - food safety information relating to the workplace, including a food safety program outlining food safety hazards and control methods
  - sampling and test procedures and related equipment
  - appropriate clothing and related apparatus
  - reporting and monitoring systems
- specifications:
  - work instructions and procedures relevant to work task
  - cleaning and sanitation policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPFSY3001 Monitor the implementation of quality and food safety programs

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to provide a leadership role in supporting day-to-day implementation of the quality and food safety programs and procedures in a work area.

The unit applies to individuals who monitor, maintain and oversee quality standards and food safety programs and take corrective action in response to non-compliance. It does not apply to the pharmaceutical industry.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Ensure others in the work area are able to meet quality and food safety requirements	1.1 Ensure appropriate personal protective clothing and equipment is available, functional and fits correctly 1.2 Confirm that information on food safety and quality responsibilities and procedures is current, accessible and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	communicated to others in the work area 1.3 Confirm that information about identified hazards and the outcomes of risk assessment and risk control procedures is accessible and communicated to others in the work area 1.4 Confirm that mentoring and coaching support is available to support individuals and groups to implement quality and safe food handling procedures
2. Monitor observance of quality standards and food safety programs in the work area	2.1 Confirm that work procedures in the work area are clearly defined, documented and followed 2.2 Identify deviation from procedures, and report and address within level of responsibility 2.3 Ensure that staff behaviour is consistent with workplace policies and procedures that support food safety and quality 2.4 Identify and report food safety and quality hazards 2.5 Record food safety and quality information 2.6 Maintain the work area to comply with housekeeping standards 2.7 Conduct work to comply with workplace environmental guidelines
3. Take corrective action in response to quality and food safety non-compliance	3.1 Implement workplace procedures for responding to quality and food safety non-compliance 3.2 Investigate hazardous events to identify cause 3.3 Implement control measures to prevent recurrence and minimise risks of hazardous events
4. Improve quality and food safety in the work area	4.1 Identify opportunities for improving food safety and quality, and raise with relevant personnel 4.2 Contribute to revising procedures to support effective control of quality and food safety hazards 4.3 Communicate improvements to team members

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret food safety program • Interpret workplace food safety practices and procedures
Navigate the world of work	• Apply knowledge of regulations and policies relevant to workplace food safety program
Get the work done	• Use problem-solving skills to investigate non-conformance, and revise procedures where necessary

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPFSY3001 Monitor the implementation of quality and food safety programs	FDFFS3001A Monitor the implementation of quality and food safety programs	Updated to meet Standards for Training Packages Prerequisite unit removed Minor changes to Performance Criteria to clarify intent	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPFSY3001 Monitor the implementation of quality and food safety programs

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has effectively monitored the implementation of quality and food safety programs on two different occasions, including:

- confirming quality and food safety program requirements, risks and control measures of the work area
- confirming that control measures are in place and that personnel in the work area are equipped and informed to implement programs
- identifying, addressing and following up on non-compliances
- identifying causes of non-compliance
- conducting risk assessments and recommending responsive actions
- providing support to others to implement the programs
- completing and maintaining documentation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- procedures and responsibilities for food safety relevant to the workplace
- principles of a critical control point (CCP) analyses approach to managing food safety, including identifying hazards that are likely to occur, establishing appropriate methods of control, and confirming that controls are met
- Food Standards Code
- basic concepts of quality assurance, including hazards, risk assessment and control methods

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- methods to manage and support quality and food safety in the workplace, including systems for maintaining and updating documents, including operating procedures and specifications
- clothing and footwear requirements for working in and/or moving between food handling areas, including personal clothing maintenance, laundering and storage requirements
- appropriate bandages and dressings to be used when undertaking food handling
- housekeeping requirements and responsibilities relating to own work, including use and storage of housekeeping/cleaning equipment
- procedures to follow in the event of pest sighting or discovery of infestation
- purpose and importance of cleaning and sanitation procedures
- legislative requirements for food safety and quality
- awareness of common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences, and control methods to prevent occurrence
- suitable standard for materials, measuring devices, equipment and utensils used in the work area
- properties of food and ingredients used that affect food safety, including an understanding of related storage, processing and handling requirements
- reasons that food safety/quality hazards occur, including an understanding of common microbiological, physical and chemical hazards, related control methods and the way changes in equipment and/or processing methods can affect food safety and quality outcomes
- procedures for identifying unsafe and/or non-conforming product, including control points and evidence of out-of-specification product or materials
- sampling procedures, test methods and inspections
- options for responding to non-compliance, including legal responsibility, risk management and cost/implications of different responses, and level of responsibility for decision-making
- methods used in the workplace to isolate or quarantine food that may be unsafe
- waste collection, recycling, handling and disposal, including handling/disposal requirements for different types of waste, including hazardous waste
- traceability and recall procedures within level of responsibility
- documentation system and procedures, including recordkeeping to meet both company and legal requirements, procedures for developing and/or reviewing workplace procedures, and document control systems used in the workplace
- internal and external auditing arrangements, roles and responsibilities as they relate to own work responsibilities
- appropriate communication skills and techniques to convey information on quality and food safety requirements to others in the workplace.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - personal protective clothing and equipment as required
  - reporting and monitoring systems
- specifications:
  - food safety program for the work area that identifies critical control points, control measures and corrective actions
  - quality policy, system and procedures
- relationships:
  - interactions with work team and supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPFSY3002 Participate in a HACCP team

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to participate in the development and review of a hazard analysis critical control point (HACCP)-based food safety program.

The unit applies to individuals who work under broad direction and take responsibility for their own work, including limited responsibility for the work of others, and who participate in the development of a food safety program typically limited to their immediate work area.

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

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop and review a food safety program	1.1 Recognise roles and responsibilities for participating in, developing or reviewing a food safety program 1.2 Identify the scope of a food safety program
2. Identify and review food safety hazards	2.1 Identify processes to be covered by the food safety program and recognise the steps within each process

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	2.2 Identify food safety hazards that are reasonably expected for each critical control point 2.3 Review safety handling methods, processing techniques and existing support programs used in the workplace as part of a team
3. Establish or review methods to monitor and control food safety hazards	3.1 Establish acceptable methods of control for each food safety hazard that is reasonably expected to occur 3.2 Validate control methods against safety standards 3.3 Establish or review procedures for taking preventative action 3.4 Establish or review appropriate methods for monitoring that processes remain within control 3.5 Establish required corrective action to respond to situations where hazards are not effectively controlled

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Get the work done	• Recognise and respond to predictable safety problems, and implement standard or logical solutions • Identify ideas for improvements to safety processes, and consider them in current contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPFSY3002 Participate in a HACCP team	FDFTEC3001A Participate in a HACCP team	Updated to meet Standards for Training Packages	Equivalent unit

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		Prerequisite removed Minor changes to Performance Criteria for clarity Unit code changed to reflect more suitable sector alignment	

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPFSY3002 Participate in a HACCP team

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has actively participated in a food safety team on a minimum of two occasions, including:

- identifying food safety hazards in the critical control points (CCPs) of production processes
- establishing and validating control standards and methods for a minimum of two potential hazards
- applying food safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and intent of food safety legislation, including Food Standards Code
- the roles and responsibilities for developing and maintaining the food safety program, including roles of internal and external auditors and authorised officers
- techniques for applying critical control point principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures
- techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports
- raw materials, ingredients and finished product composition and characteristics, and related handling and storage requirements
- food processing methods used in the workplace or work area and their effect on food safety

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- sources of technical expertise on food safety requirements
- the role of consultation in the development, implementation and ongoing maintenance of the food safety program
- documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures
- main types of food safety hazards and contamination likely to occur given product type and processing methods used
- conditions required for bacterial food poisoning to occur, such as water activity, pH, composition and time and temperature as relevant to food handled
- acceptable control methods for identified hazards, and required corrective actions when control requirements are not met
- typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability, personal hygiene, and how they can be used as part of a food safety program
- validation and verification processes and techniques and responsibilities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - workplace food safety program documentation
- specifications:
  - review/audit arrangements
  - advice on quality and food safety legislation
  - procedures for developing or modifying specifications and other advice on food safety requirements
  - reporting/recording system
- relationships (internal and/or external):
  - interactions with team members.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPFSY4001 Supervise and maintain a food safety plan

Modification History

Release	Comments
Release 2	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 3.0.
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to maintain and implement a hazard analysis critical control point (HACCP) based food safety plan. It includes the ability to monitor the implementation of a food safety plan, to revise, verify and validate the system, and to respond to audit findings for the system.

This unit applies to individuals who monitor and maintain a food safety plan in the workplace.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food Safety (FSY)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review the existing food safety plan	1.1 Collect data and results from critical control point (CCP) records to verify the food safety system 1.2 Identify major and minor non-conformances to the food safety

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	plan 1.3 Monitor critical control points to confirm performance 1.4 Analyse problem areas and suggest corrective actions and strategies to prevent recurrence of the problem 1.5 Document required amendments to the food safety plan 1.6 Report recommendations and amendments to appropriate personnel
2. Communicate the requirements of the food safety plan	2.1 Explain food safety principles, food safety procedures and requirements, including regulatory requirements, to the team 2.2 Develop commitment to and responsibility for food safety through work team communication 2.3 Define, document and implement procedures to support the food safety plan 2.4 Provide training and mentoring to the team to assist implementation
3. Monitor the implementation of the food safety plan	3.1 Monitor team's implementation of the food safety plan 3.2 Monitor personal behaviour, including hygiene, housekeeping and use of clothing and equipment, and correct where necessary 3.3 Complete and maintain records and reports 3.4 Take prompt action to correct non-conformance 3.5 Identify and analyse causes of non-conformance 3.6 Implement control measures to prevent future non-conformance 3.7 Report non-conformance to appropriate personnel
4. Maintain the food safety plan	4.1 Seek feedback from all personnel to identify potential hazards, corrective actions and controls 4.2 Identify processes or conditions that could result in breaches of food safety procedures, and take preventive or corrective action 4.3 Update corrective action and control procedures to improve food safety 4.4 Complete safety plan documentation

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret food safety program • Interpret workplace food safety practices and procedures
Oral communication	• Select and use appropriate communication strategies to interact effectively with team and supervisor
Get the work done	• Use problem-solving skills to investigate non-conformance, and revise procedures where necessary

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPFSY4001 Supervise and maintain a food safety plan Release 2	FBPFSY4001 Supervise and maintain a food safety plan Release 1	Minor changes to knowledge evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPFSY4001 Supervise and maintain a food safety plan

Modification History

Release	Comments
Release 2	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 3.0.
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has effectively supervised and maintained a critical control point (CCP) food safety program in a food processing environment, working with a small team on at least one occasion, including:

- reviewing a food safety plan for a food processing operation
- communicating the requirements of a food safety plan to workers
- demonstrating safe food handling work practices
- completing records and reports related to the implementation of food safety
- responding to non-compliances and taking corrective actions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- Food Standards Code and relevant food legislation
- current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents
- common microbiological, physical and chemical hazards to food safety, and related control methods
- the way changes in equipment and/or processing methods can affect food safety hazards and level of risk
- the objectives of a hazard analysis critical control point (HACCP) based food safety program
- the steps in the development of a CCP-based food safety plan
- the steps in the systematic introduction of a HACCP-based food safety program

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- workplace recall and traceability procedures
- purpose of the CCP development and review process
- the document controls associated with a procedure change
- the purpose of standard operating procedures and work instructions
- the process of auditing and verifying a HACCP-based food safety program
- the importance of role-modelling good personal hygiene, safe food handling and quality procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - food processing equipment
  - methods and related software systems for collecting data, analysing data and compiling a report
- specifications:
  - workplace operating procedures
  - a CCP-based food safety plan for the food processing workplace
- relationships:
  - interactions with work team and supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPFSY4002 Supervise and verify supporting programs for food safety

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to control hazards that are common in a hazard analysis critical control point (HACCP)-based food safety plan by supervising and verifying food safety, health and hygiene support programs.

This unit applies to individuals working in supervisory roles who identify food safety hazards and the need for and development of support programs, supervise the implementation of support programs, and verify compliance with support programs.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish the role of food safety support programs in the food safety plan	1.1 Draw up a full description of the product 1.2 Identify the intended use and client group for the product 1.3 Identify all steps in the operation, from primary production,

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	processing, manufacture and distribution to the consumer 1.4 Identify hazards that can reasonably be expected to occur at each step 1.5 Identify hazard areas that are common to multiple steps in the operation 1.6 Define the need for support programs to control identified hazard areas
2. Develop support programs and procedures	2.1 Define the scope of the health and hygiene program 2.2 Identify microbiological, physical and chemical hazards associated with supplied unprocessed foods and packaging materials, and develop risk controls and safe work procedures 2.3 Identify microbiological, physical and chemical hazards associated with staff handling unpackaged food, and develop risk controls and safe work procedures 2.4 Identify microbiological and physical hazards arising from pest infestations, and develop risk controls and safe work procedures 2.5 Identify microbiological, physical and chemical hazards associated with using the premises and the equipment in them, and develop risk controls and safe work procedures 2.6 Identify chemical hazards associated with the use of cleaning chemicals, and develop risk controls and safe work procedures
3. Document and communicate the requirements of support programs as part of the food safety plan	3.1 Define work performance and establish critical limits for support programs where appropriate 3.2 Explain food safety support program requirements to the team, including regulatory requirements 3.3 Develop team commitment to, and responsibility for, food safety support programs 3.4 Provide induction, training and mentoring to the team to assist implementation of food safety support programs 3.5 Communicate support program requirements and procedures to management and staff through documented procedures, directions and signage
4. Monitor the implementation of support programs within	4.1 Monitor and correct personal behaviour, including hygiene, housekeeping and use of clothing and equipment where necessary

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
the food safety plan	4.2 Monitor critical control points to confirm performance 4.3 Check records for completion and accuracy 4.4 Analyse problem areas using appropriate quality improvement tools and techniques 4.5 Identify processes or conditions that could result in breaches of food safety procedures, and take preventive or corrective action
5. Verify compliance with support programs in a food safety plan and address non-compliances	5.1 Verify compliance of the food processing operation for support programs by workplace observation and analysis of records, supported by product testing, if required 5.2 Identify and analyse causes of non-conformance 5.3 Report non-conformance to supervisor 5.4 Update corrective action and control procedures to improve food safety 5.5 Document required amendments to the HACCP plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Accurately interpret food safety program and workplace food safety documents and procedures
Oral communication	• Interact effectively with work team
Get the work done	• Use problem-solving skills to respond to situations where hazards may not be effectively controlled

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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FBPFSY4002 Supervise and verify supporting programs for food safety	FDFFS4002A Supervise and verify supporting programs for food safety	Updated to meet Standards for Training Packages Missing from unit mapping: Changes to Performance Criteria to clarify intent	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPFSY4002 Supervise and verify supporting programs for food safety

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has effectively developed, implemented, supervised and verified a minimum of one food safety support program with a small team, in a food processing environment, including:

- implementing procedures for food safety support programs
- communicating the requirements of food safety support programs to workers
- demonstrating and providing leadership in safe food handling and hygienic work practices
- monitoring compliance with food safety support program requirements
- completing records and reports related to the implementation of food safety support programs
- responding to non-compliances in support programs, and taking corrective action.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents
- common microbiological, physical and chemical hazards to food safety, and related control methods
- the way changes in equipment and/or processing methods can affect food safety hazards and level of risk
- regulatory requirements relating to approved supplier, staff health and hygiene, pest control, cleaning and sanitation, and chemical use programs
- objectives of a HACCP-based food safety system
- steps in the development of a CCP-based food safety system

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- steps in the systematic introduction of a CCP-based food safety system
- workplace recall and traceability procedures
- purpose of the CCP development and review process
- purpose, scope and development of procedures for:
  - approved supplier support programs
  - staff health and hygiene support programs
  - pest control support programs
  - cleaning and sanitation support programs
  - chemical use and storage support programs
- document controls associated with a procedure change
- process of auditing and verifying support programs in a HACCP-based food safety system
- health and safety in the workplace, regulatory and workplace requirements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - methods and related software systems, as required, for collecting data, analysing data and compiling into a report
- specifications:
  - production process and related equipment, manufacturers' advice and operating procedures
  - a HACCP-based food safety plan for the food processing workplace
- relationships:
  - interactions with work team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPFSY5001 Develop a HACCP-based food safety plan

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to develop a hazard analysis critical control point (HACCP)-based food safety plan and to oversee its implementation and monitoring.

This unit applies to individuals who develop HACCP-based food safety plans in a workplace setting.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Describe the product, and scope the food safety plan	1.1 Obtain the appropriate product-specific knowledge and expertise 1.2 Specify the segment of the food chain and processes involved 1.3 Identify the scope of the HACCP plan and specify the class of hazards 1.4 Draw up a full description of the product

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.5 Identify the intended use and client group for the product
2. Construct a flow diagram of production and confirm its applicability	2.1 Include all steps in the operation, from primary production, processing, manufacture and distribution to the consumer 2.2 Use standard symbols and nomenclature to describe the processes and steps in the operation as a flow diagram 2.3 Specify the steps preceding and following a new operation 2.4 Validate the flow diagram against the operation at all stages of production
3. Analyse all potential hazards for each step and consider control measures	3.1 Identify hazards that can reasonably be expected to occur at each step 3.2 Analyse hazards and identify the risks posed to the production of safe food 3.3 Consider control measures for each hazard
4. Determine critical control points and the critical limits for each	4.1 Follow a process of decision-making to determine critical control points 4.2 Check hazards at each critical control point to ensure a control measure can be put in place 4.3 Modify the product or process where control measures are not available to allow a control measure at another stage 4.4 Specify critical limits for each critical control point that are either measured or sensory
5. Establish a monitoring system for each critical control point	5.1 Establish appropriate monitoring methods for each critical control point 5.2 Design monitoring methods to indicate the critical limit has been reached or is trending towards it 5.3 Monitor frequently to ensure that the critical control point is in control 5.4 Make adjustments on the basis of the monitoring of critical limits to prevent deviation and hazards occurring
6. Establish and record corrective actions and verification procedures	6.1 Design specific corrective actions to deal with deviations in the critical control point as they occur 6.2 Document procedures for treating or disposing of product for occasions when critical limits are exceeded

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	6.3 Develop verification procedures 6.4 Carry out verification to ensure the HACCP system is working effectively
7. Establish documentation and recordkeeping requirements	7.1 Document all HACCP procedures 7.2 Maintain records, including the collection of continuous monitoring data if required 7.3 Access records to determine that procedures in place are maintaining critical limits at each critical control point 7.4 Access HACCP procedures and review as part of continuous improvement 7.5 Design food safety systems and documentation to meet the requirements of auditing standards

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Measure and record non-conformance with specifications and food safety program
Navigate the world of work	• Apply knowledge of regulations and policies relevant to workplace HACCP-based food safety program • Monitor adherence to legal and regulatory standards and responsibilities for self and others
Get the work done	• Devise and implement solutions for the development of a HACCP-based food safety plan, including a system for ongoing monitoring and review • Use problem-solving skills to respond to situations where hazard may not be effectively controlled

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPFSY5001 Develop a HACCP-based food safety plan	FDFFS5001A Develop a HACCP-based food safety plan	Updated to meet Standards for Training Packages Prerequisite removed Changes to Performance Criteria to clarify intent	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPFSY5001 Develop a HACCP-based food safety plan

Modification History

Release	Comments
Release 1	This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has developed, implemented and monitored a minimum of one effective hazard analysis critical control point (HACCP)-based food safety plan that incorporates a minimum of four critical control points.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the purpose and intent of food safety legislation, including Food Standards Code
- product traceability
- allergen labelling
- purpose and responsibilities for maintaining records as required by legislation and workplace procedures
- roles and responsibilities for development and maintenance of the food safety program, including internal and external auditors, and authorised officers
- seven basic steps of HACCP: conduct a hazard analysis, identify critical control points, establish critical limits, establish monitoring procedures, establish corrective actions, establish verification procedures, establish recordkeeping procedure
- procedures for establishing the critical limits and monitoring data or processes
- techniques used to map operations and analyse food safety requirements, such as the preparation of flow charts, hazard analysis charts and tables, and data analysis reports
- raw materials, ingredients and finished product composition and characteristics, and related handling and storage requirements
- food processing methods used in the workplace or work area and their effect on food safety
- sources of technical expertise on food safety requirements

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- the role of consultation in the development, implementation and ongoing maintenance of the food safety program
- documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures
- main types of food safety hazards/contamination likely to occur given the type of product and processing methods used, including allergens
- conditions required for bacterial food poisoning to occur, such as aw (water activity), pH, composition, time and temperature, as relevant to food handled
- acceptable control methods for the hazards identified, and required corrective action when control requirements are not met
- typical support programs, such as cleaning schedules, pest control, stock rotation, and personal hygiene, and how they can be used as part of a food safety program
- validation and verification processes, and techniques and responsibilities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - a food processing operation with a defined product and consumer
  - resources and equipment to set and monitor critical limits
  - reporting/recording system
- specifications:
  - workplace food safety program documentation
  - organisational policies on food safety and risk management
  - procedures for developing or modifying specifications and other advice on food safety requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2010 Work with temperature controlled stock

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to store and retrieve temperature controlled stock from appropriate storage facilities.

This unit applies to individuals who work in controlled temperature environments under general supervision and exercise limited autonomy with some accountability for their own work.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Store stock to meet temperature control requirements	1.1 Read or listen to work instructions from supervisor and clarify where needed 1.2 Identify work health and safety hazards and tell supervisor

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Wear appropriate personal protective equipment and ensure correct fit 1.4 Identify goods requiring temperature control according to workplace requirements 1.5 Locate goods in correct storage areas to meet storage temperature, stores handling and stock rotation requirements 1.6 Record stores information according to workplace procedures
2. Monitor and maintain temperature of stock within specifications	2.1 Monitor stock temperature to confirm temperature is within specified limits 2.2 Monitor storage areas to confirm temperature is within storage zone limits 2.3 Monitor residence time in temperature controlled stores to meet stock control requirements 2.4 Identify and report out-of-specification storage temperatures and take corrective action according to workplace procedures
3. Transfer temperature controlled stock	3.1 Handle and transfer goods to maintain temperature control and meet stock rotation requirements according to work health and safety and food safety requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Numeracy	• Identify stock weights and quantities • Read instrumentation gauges
Reading	• Identify and locate stock • Identify requirements from basic order forms • Interpret workplace procedures and specifications
Writing	• Complete records of stock receival and transfer
Navigate the world of	• Apply workplace procedures relevant to own responsibilities • Understand main tasks, responsibilities and boundaries of own

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Skill	Description
work	role, including use of personal protective clothing and equipment, housekeeping standards and procedures, quality requirements and operating procedures • Take steps to develop skills and knowledge of stock
Interact with others	• Communicate and report operational and safety information to relevant persons • Select and use appropriate terminology when communicating with personnel • Participate in conversations relevant to role by responding and explaining as required
Get the work done	• Make routine decisions relating to freshness and handling of stock • Recognise and respond to non-conforming stock • Use digital technologies including thermometers and temperature probes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2010 Work with temperature controlled stock	FDFOP2010A Work with temperature controlled stock	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2010 Work with temperature controlled stock

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has worked with temperature controlled stock on at least one occasion, including:

- accessing workplace information to determine stock handling and storage requirements
- identifying storage requirements, including temperature limits, minimum duration at given temperatures, and segregation and co-storage requirements
- identifying temperature controlled storage facilities and temperature zones available
- selecting, fitting and using PPE
- using materials handling equipment in a temperature controlled environment as required to undertake work functions
- following procedures to measure core and surface temperature of stock
- reading instrumentation
- identifying and reporting out-of-specification temperatures in stock and storage facilities
- taking corrective action in response to out-of-specification temperatures, including implementation of procedures to segregate damaged or potentially unsafe stock
- completing records of stock receival and transfer as required
- maintaining work area to meet workplace cleaning standards
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- work health and safety hazards and controls, including the purpose and limitations of PPE
- temperature controlled storage facilities and capacities available in the work area

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- temperature control requirements of stock handled in the work area, including acceptable temperature ranges and consequences of failing to meet these ranges and, where required, requirements for gradual temperature change
- stock handling procedures for receiving and locating stock within a store, including stock rotation and procedures for identifying, segregating and disposing of damaged or potentially unsafe stock
- stock handling procedures for transferring temperature controlled stock from a temperature controlled environment, including maximum duration stock can be held outside a controlled environment
- food safety and quality consequences of stock temperature control requirements not being met
- monitoring procedures and instrumentation, including use of thermometers or other temperature measuring instrumentation
- notification, recording and reporting requirements for temperature controlled stock
- operating procedures for goods handling equipment as required
- workplace cleaning standards for the work area
- recording requirements and procedures for working with temperature controlled stock.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - controlled temperature storage facilities
  - stock requiring storage
  - load shifting equipment as required
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - temperature storage specifications
  - stock information recording system and procedures
  - stock handling and rotation systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2019 Fill and close product in cans

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a primary packaging process that fills product into cans and hermetically seals containers using a closer or seamer.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing packing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of a filling and closing process and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in processing area	1.1 Read or listen to work instructions from supervisor and clarify where needed

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify work health and safety hazards and tell supervisor 1.3 Wear appropriate personal protective equipment and ensure correct fit 1.4 Confirm that materials and packaging components and consumables are available to meet operating and food safety requirements 1.5 Identify and confirm workplace cleaning and maintenance requirements
2. Prepare the filling and closing process for operation	2.1 Fit and adjust machine components and related attachments according to work health and safety and operating requirements 2.2 Enter operating parameters to meet safety and production requirements 2.3 Carry out pre-start checks, adjusting equipment performance according to operator instructions
3. Operate and monitor the filling process	3.1 Start, operate and monitor the process for variation in operating conditions according to work health and safety and operating procedures 3.2 Monitor the process to confirm that filled and closed containers meet specifications 3.3 Identify, rectify and report out-of-specification equipment, product and process outcomes according to workplace requirements 3.4 Follow and apply workplace cleaning and environmental procedures
4. Monitor closure and seaming stage	4.1 Monitor the closing stage to confirm that closures and seams meet specifications 4.2 Identify and report out-of-specification process outcomes according to workplace procedures
5. Shut down the filling and closing process	5.1 Identify the appropriate shutdown procedure and implement safely according to operating procedures 5.2 Report maintenance requirements according to workplace procedures 5.3 Maintain workplace records according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2019 Fill and close product in cans	FDFOP2019A Fill and close product in cans	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2019 Fill and close product in cans

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has filled and closed product in cans on at least one occasion, including:

- accessing workplace information to identify processing requirements
- selecting, fitting and using PPE
- confirming supply of necessary materials and services for filling and closing product in cans
- preparing/conditioning product for filling in cans
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting appropriate settings and/or related parameters to suit filling requirements
  - cancelling isolation or lock-outs as required
  - confirming that equipment is clean and correctly configured for filling and seaming requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been completed
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting the filling process and equipment to achieve required outcomes, including monitoring control points, and conducting inspections, as required, to confirm process remains within specification, including:
  - fill temperatures
  - headspace
  - vacuum
  - visual appearance of the product
  - line speed/throughput
- monitoring supply and flow of materials to and from the process

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- starting, monitoring and adjusting the closer to confirm alignment and formation of the seam
- monitoring control points and conducting inspections related to the seaming/closing process, and confirming that coding is correct
- taking corrective action in response to out-of-specification results
- responding to and/or reporting equipment failure within level of responsibility
- locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records as required
- conducting shift handover procedures
- maintaining work area to meet workplace cleaning standards
- using process control systems according to enterprise procedures
- inspecting seams according to enterprise procedures
- cleaning and sanitising equipment according to enterprise procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of filling and closing, including the properties and requirements of packaging materials used, hermetic sealing and properties of containers used for this purpose, coding requirements and related legal requirements, including product weight
- the flow of this process and the effect of the filling and seaming process on downstream processes
- basic operating principles of equipment, including main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation
- quality characteristics of the filled and closed container, including seam components and integrity requirements within level of responsibility for inspection
- effect of raw material characteristics on filling and seaming
- quality parameters for cans and ends
- methods used to prepare product for filling
- effect of process variables, including headspace, fill temperature and vacuum, on the process
- operating requirements and parameters, and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam-up
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems

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- techniques used to monitor the production/packing process, including inspecting, measuring and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety issues associated with filling and seaming, and related control measures
- common causes of variation and corrective action required
- work health and safety hazards and controls
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns, and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the process, including waste collection and handling procedures related to the process
- basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures for filling and closing product in cans.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - filling and closing and related equipment and services
  - materials to be filled as required
  - packaging components/consumables
  - sampling schedules and test procedures and equipment as required
  - cleaning procedures, materials and equipment as required
  - documentation
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - production schedule
  - information on equipment capacity and operating parameters
  - specifications, control points and operating parameters
  - recording requirements and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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FBPOPR2023 Operate a packaging process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a packaging process or sub-system.

This unit applies to individuals who operate and monitor a packaging process and associated equipment in a food processing packaging environment. The unit applies in a food processing packaging environment where no other specific packaging unit is available.

A packaging process may relate to primary and secondary packaging activities. It typically requires the operation of a series of related items of equipment to achieve the required outcome.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in	1.1 Read or listen to work instructions from supervisor and clarify

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
processing area	where needed 1.2 Identify work health and safety hazards and tell supervisor 1.3 Wear appropriate personal protective equipment (PPE) and ensure correct fit 1.4 Confirm that packaging components and consumables, materials and items to be packaged are available to meet operating requirements 1.5 Identify and confirm cleaning and maintenance requirements and status according to workplace procedures
2. Prepare the equipment and process for operation	2.1 Fit and adjust machine components and related attachments 2.2 Enter operating parameters to meet safety and production requirements 2.3 Load or position materials, product and packaging components and consumables according to food safety and operating requirements 2.4 Check and adjust equipment performance according to operating and job requirements 2.5 Carry out pre-start checks according to operator instructions
3. Operate and monitor the process	3.1 Start, operate and monitor the process for variation in operating conditions according to work health and safety and operating procedures 3.2 Monitor the process to confirm that specifications are met 3.3 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements
4. Shut down the process	4.1 Identify the appropriate shutdown procedure 4.2 Shut the process down safely according to operating procedures 4.3 Report maintenance requirements according to workplace procedures 4.4 Maintain workplace records according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2023 Operate a packaging process	FDFOP2023A Operate a packaging process	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for FBPOPR2023 Operate a packaging process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a packaging process on at least one occasion, including:

- accessing workplace information to identify packaging requirements
- selecting, fitting and using PPE
- confirming supply of necessary packaging components/consumables, materials and services
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - setting coders and printers
  - selecting appropriate equipment settings and/or related parameters
  - cancelling isolation or lock-outs as required
  - confirming that equipment is clean and correctly configured for packaging requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been completed
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting packaging equipment to achieve required outcomes, including:
  - packaging components/consumables and/or product
  - monitoring control points (for example, weights, codes, placement, glue temperatures, alignment and appearance, configuration and seal integrity) as required to confirm process remains within specification
- monitoring supply and flow of materials to and from the process
- taking corrective action in response to out-of-specification results
- responding to and/or reporting equipment failure within level of responsibility
- locating emergency stop functions on equipment

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- following isolation and lock-out/tag-out procedures as required to take packaging equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records as required
- maintaining work area to meet housekeeping standards
- using process control systems according to enterprise procedures
- cleaning and sanitising equipment according to enterprise procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of the packaging process, including:
  - the purpose and characteristics required of packaging materials used
  - the principles of the packaging process used (where methods involve vacuum or map packaging, it includes an understanding of the effect of modified atmosphere on product shelf-life)
- product and packaging coding requirements and related legal requirements, including product weight
- basic operating principles of equipment, including:
  - main equipment components
  - status and purpose of guards
  - equipment operating capacities and applications
  - the purpose and location of sensors and related feedback instrumentation
- services required and action to take if services are not available
- the flow of processes supplying the packaging process and the effect of outputs on downstream processes
- quality characteristics required of the packaging process, including seal integrity requirements
- effect of variation in inputs, including packaging components/consumables, materials and/or services, on process performance
- operating requirements and parameters, and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam-up
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- methods used to monitor the packaging process, including visual inspecting, and measuring and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety risks related to stages in the packaging process, and related control measures
- common causes of variation and corrective action required

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- work health and safety hazards and controls relevant to the packaging process
- requirements of different shutdowns as appropriate to the packaging process, including;
  - emergency and routine shutdowns and procedures to follow in the event of a power outage
  - conducting basic equipment referencing where required
- isolation, lock-out and tag-out procedures and responsibilities
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures for packaging equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - packaging and related equipment and services
  - materials to be packaged and packaging components/consumables
  - sampling schedules, test procedures and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters
  - specifications, control points and operating parameters
  - documentation and recording procedures
  - cleaning procedures, materials and equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2028 Operate a mixing or blending process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to combine ingredients and additives in the correct quantities and sequence, and to operate and shut down mixing and blending equipment to achieve the required mix characteristics.

This unit applies to individuals who work under general supervision and exercise limited autonomy in the food processing industry. Mixes may include concentrated pre-mixes or bulk blends. The output of this process may be a product requiring further processing or for external use.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory food safety, and work health and safety, regulations and legislation that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in processing area	1.1 Confirm materials are available to meet production requirements 1.2 Wear appropriate personal protective clothing and ensure correct

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	fit according to work health and safety requirements 1.3 Prepare pre-mixes according to food safety and job requirements 1.4 Identify and confirm cleaning and maintenance requirements and status
2. Prepare the mixing or blending equipment and process for operation	2.1 Fit machine components and related attachments and adjust to meet operating requirements 2.2 Enter processing or operating parameters to meet production requirements 2.3 Check equipment performance and adjust according to operating requirements 2.4 Perform pre-start checks according to operator instructions
3. Operate and monitor the mixing or blending process	3.1 Deliver ingredients and additives to the mixer in the required quantities and sequence to meet recipe specifications 3.2 Start, operate and monitor the process for variation in operating conditions according to work health and safety and operating procedures 3.3 Monitor the mixing process to confirm that specifications are met 3.4 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements 3.5 Transfer mix to required production or storage location according to food safety and workplace procedures 3.6 Follow and apply workplace cleaning and environmental procedures
4. Shut down the mixing or blending process	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the process safely according to operating procedures 4.3 Identify and report maintenance requirements according to workplace procedures 4.4 Maintain workplace records in required format

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2028 Operate a mixing or blending process	FDFOP2028A Operate a mixing or blending process	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for FBPOPR2028 Operate a mixing or blending process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a mixing or blending process on at least one occasion, including:

- accessing workplace information to identify mixing/blending requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of necessary materials and services
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting appropriate settings and/or related parameters
  - cancelling isolation or lock-outs as required
  - confirming that equipment is clean and correctly configured for processing requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been carried out
  - confirming that all safety guards are in place and operational
- adding/loading materials in correct quantities and sequence, including monitoring automatic ingredient addition and/or manual addition
- starting, monitoring and adjusting mixing or blending process equipment to achieve required outcomes, including monitoring flow rates/quantity, time or temperature and mix/blending settings
- monitoring control points and conducting inspections to confirm process remains within specification
- monitoring supply and flow of ingredients and additives to and from the mixing or blending process
- pacing mixing/blending to meet production requirements
- taking corrective action in response to out-of-specification results
- responding to and/or reporting equipment failure within level of responsibility

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- locating emergency stop functions on equipment
- following isolation and lock-out or tag-out procedures to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records
- maintaining work area to meet housekeeping standards
- using process control systems according to workplace procedures
- labelling and storing pre-mixes and/or mixes according to workplace procedures
- cleaning and sanitising equipment according to workplace procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of preparing mixes and blends, including the characteristics and basic function of ingredients and additives used, method and sequence of ingredient addition required to achieve required blend characteristics and, where relevant, the purpose of conditioning, maturation or holding stages required prior to further processing of the mix
- specific gravity and bulk density as appropriate for ingredients used
- basic operating principles of mixing/blending equipment, including:
  - main equipment components
  - status and purpose of guards
  - equipment operating capacities and applications
  - the purpose and location of sensors and related feedback instrumentation
  - awareness of calibration schedules for scales and related weighing/measuring equipment
- services required and action to take if services are not available
- the flow of the mixing process and the effect of mix preparation on downstream processes
- procedures for requisitioning, receiving and returning ingredients from stores
- ingredient-handling requirements and shelf-life or coding
- quality characteristics required of ingredients and additives and their effect on mixing process performance, including methods used to condition or prepare ingredients prior to addition
- methods used to monitor the blending or mixing process, including inspecting, measuring and testing, by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements, including:
  - flow rates
  - ingredient/additive addition sequence
  - times/temperatures and agitator speeds
  - required characteristics of blend, including viscosity, appearance and temperature

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- required attributes of the mixed or blended output, including chemical, texture and flavour profiles as required
- the effect of the mixing or blending parameters, including temperature and length of mix time on mixing outcome
- contamination and food safety risks associated with the process and related control measures, including product compatibility and cross-contamination risks and associated cleaning requirements, as well as common allergens used in mixes prepared
- operating requirements and parameters, and corrective action required when operation is outside specified operating parameters
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- common causes of variation and corrective action required
- work health and safety hazards and controls relevant to the mixing and blending process
- requirements of different shutdowns as appropriate to the blending or mixing process and workplace production requirements, including emergency and routine shutdowns, and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities relevant to the mixing and blending process
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the mixing or blending process, including waste or rework collection and handling procedures related to the process
- basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment
- characteristics of solutions, suspensions and emulsions for the mixing and blending process
- product labelling and storage requirements for the mixing and blending process
- cleaning and sanitation procedures for mixing or blending equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - mixing/blending process equipment, services and related storage facilities as required
  - ingredients and additives required for the mixing/blending process
  - sampling schedules and test procedures and equipment as required
  - cleaning procedures, materials and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements, stock flow systems, production schedules, batch/recipe instructions

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- information on equipment capacity and operating parameters
- production schedule/batch/recipe instructions
- specifications, control points and processing parameters.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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FBPOPR2036 Operate an extrusion process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down an extrusion process.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of an extrusion process and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in extrusion processing area	1.1 Confirm materials are available to meet operating requirements 1.2 Identify and confirm cleaning and maintenance requirements and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	status according to work health and safety and food safety requirements 1.3 Wear appropriate personal protective clothing and ensure correct fit
2. Prepare the extrusion equipment and process for operation	2.1 Enter processing and operating parameters as required to meet safety and production requirements 2.2 Check equipment performance and adjust according to production requirements 2.3 Carry out pre-start checks according to work health and safety and operating procedures
3. Operate and monitor the extrusion process	3.1 Deliver ingredients and additives to the extrusion process in the required quantities and sequence 3.2 Monitor preparation of the mass to confirm that specifications are met and mass is suitable for extrusion 3.3 Start, operate and monitor the extrusion process for variation in operating conditions according to workplace procedures 3.4 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements 3.5 Follow and apply workplace housekeeping and environmental procedures
4. Shut down the extrusion process	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the process according to work health and safety and operating procedures 4.3 Identify and report maintenance requirements according to workplace procedures 4.4 Maintain workplace records according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2036 Operate an extrusion process	FDFOP2036A Operate an extrusion process	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2036 Operate an extrusion process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated an extrusion process on at least one occasion, including:

- accessing workplace information to identify processing requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of necessary materials/ingredients and services
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting and fitting appropriate attachments where required
  - setting processing parameters
  - cancelling isolation or lock-outs as required
  - confirming that equipment is clean and correctly configured for processing requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been carried out
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting process equipment to achieve required outcomes, including monitoring control points and conducting inspections as required at each stage of the extrusion process to confirm process remains within specification, including:
  - parameters, including throughput
  - load/work input as measured by rpm (revolutions per minute)
  - kilowatts
  - amps and/or Hz (hertz) at each stage of the process
- monitoring supply of materials to and from the extrusion process
- taking corrective action in response to out-of-specification results

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- responding to and/or reporting equipment failure within level of responsibility
- locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records as required
- maintaining work area to meet housekeeping standards
- using process control systems according to workplace procedures
- cleaning and sanitising equipment according to workplace procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of each part of the process, including the purpose and methods used to achieve each stage of the extrusion process
- basic operating principles of equipment used for the extrusion process, including:
  - main equipment components
  - status and purpose of guards
  - equipment operating capacities and applications
  - the purpose and location of sensors and related feedback instrumentation
- services required for the extrusion process and action to take if services are not available
- the flow of the extrusion process and the effect of outputs on downstream processes
- quality characteristics of extruded output, including required characteristics of mass or blend to be extruded, including:
  - gelatinisation and viscosity
  - dimensions, texture and hardness of extruded product
  - moisture content
- effect of variation in inputs and/or services on process performance
- operating requirements and parameters and corrective action required where operation is outside specified operating parameters, including the effect of variation in key variables, including:
  - throughput and work input at each stage of the process
  - effect of time and temperature
  - barrel pressures and temperatures at each zone
- typical equipment faults for the extrusion process and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems, including:
  - screw and barrel assembly wear
  - die plate wear
  - wear of conditioner paddles
  - extruder knife condition

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- methods used to monitor the extrusion process, including inspecting, measuring and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- common causes of variation in the operation of the extrusion process and corrective action required
- contamination risks related to the extrusion process and related control measures
- work health and safety hazards and controls relevant to the operation of the extrusion process
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities required for the operation of the extrusion process
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the extrusion process, including waste/rework collection and handling procedures related to the process
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures required for the extrusion process.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - extrusion and related equipment and services
  - ingredients/blend/mass to be extruded
  - sampling schedules and test procedures and equipment
  - cleaning procedures, materials and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters
  - production schedule/batch instructions
  - specifications, control points and processing parameters
  - documentation and recording requirements and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2040 Operate a heat treatment process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a heat treatment process.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of a heat treatment process and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in heat treatment processing area	1.1 Confirm materials are available to meet operating requirements 1.2 Identify and confirm cleaning and maintenance requirements and status according to work health and safety and food safety

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 1.3 Wear appropriate personal protective clothing and ensure correct fit
2. Prepare the heat treatment process for operation	2.1 Fit machine components and related attachments and adjust to meet operating requirements 2.2 Enter processing and operating parameters to meet safety and production requirements 2.3 Check equipment performance and adjust according to production requirements 2.4 Carry out pre-start checks according to work health and safety and operating procedures
3. Operate and monitor the heat treatment process	3.1 Start, operate and monitor the process for variation in operating conditions 3.2 Monitor the process to confirm that temperature specifications are met 3.3 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements 3.4 Follow and apply workplace housekeeping and environmental working procedures
4. Shut down the heat treatment process	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the process according to work health and safety and operating procedures 4.3 Identify and report maintenance requirements according to workplace procedures 4.4 Maintain workplace records according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2040 Operate a heat treatment process	FDFOP2040A Operate a heat treatment process	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2040 Operate a heat treatment process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a heat treatment process on at least one occasion, including:

- accessing workplace information to identify heat treatment requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of necessary materials and services
- preparing materials
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting appropriate settings and/or related parameters
  - cancelling isolation or lock-outs
  - confirming that equipment is clean and correctly configured for processing requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been carried out
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting the heat treatment process and equipment to achieve required outcomes, including monitoring control points and conducting inspections to confirm process remains within specification, including:
  - time and temperature
  - pressure
  - flow rates
  - flow diversion
- monitoring supply and flow of materials to and from the process
- taking corrective action in response to out-of-specification results
- responding to and/or reporting equipment failure within level of responsibility

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- locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- cleaning and sanitising equipment
- completing workplace records
- maintaining work area to meet housekeeping standards
- controlling related holding and cooling stages according to workplace procedures
- using process control systems according to workplace procedures
- following relevant work health and safety procedures.
-

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of heat treatment, including the effect of heat treatment on product and on microbiological characteristics
- the relationship between time, temperature and pressure in the heat treatment process, including associated holding and cooling profiles according to product requirements
- basic operating principles of equipment used in the heat treatment process, including:
  - main equipment components
  - types and characteristics of heating mediums used
  - status and purpose of guards
  - equipment operating capacities and applications
  - the purpose and location of sensors and related feedback instrumentation
- the flow of the heat treatment process and the effect of product output on downstream processes
- quality characteristics required of the heat-treated product
- effect of raw material characteristics on the heat treatment process, including variation in viscosity/texture, microbial load and acidity
- heat treatment requirements for food to be treated, including low and/or high acid foods
- operating requirements and parameters for the heat treatment process, and corrective action required where operation is outside specified operating parameters
- typical equipment faults for the heat treatment process and related causes, including:
  - signs and symptoms of faulty equipment
  - early warning signs of potential problems
- methods used to monitor the heat treatment process, including inspecting, measuring and testing by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety risks associated with the process and related control measures
- common causes of variation in the operation of the heat treatment process and corrective action required

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- work health and safety hazards and controls, including the limitations of protective clothing and equipment relevant to the work process
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns, and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities required for the operation of the heat treatment process
- procedures and responsibility for reporting production and performance information
- cleaning and sanitation procedures required for heat treatment process
- environmental issues and controls relevant to the heat treatment process, including waste/rework collection and handling procedures related to the process
- basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - heat treatment process and related equipment and services
  - materials to be heat treated
  - sampling schedules and test procedures and equipment
  - cleaning procedures, materials and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters
  - production schedule/batch instructions
  - specifications, control points and processing parameters
  - documentation and recording requirements and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2044 Operate a retort process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a retort process.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of a retort process and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in processing area	1.1 Read or listen to work instructions from supervisor and clarify where needed

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Confirm materials are available to meet operating requirements 1.3 Identify and confirm cleaning and maintenance requirements and status according to work health and safety and food safety requirements 1.4 Wear appropriate personal protective clothing and ensure correct fit
2. Prepare the retort equipment and process for operation	2.1 Fit machine components and related attachments and adjust to meet operating requirements 2.2 Enter processing and operating parameters as required to meet safety and production requirements 2.3 Check equipment performance and adjust according to production requirements 2.4 Carry out pre-start checks according to work health and safety and operating procedures
3. Operate and monitor the retort process	3.1 Start, operate and monitor the process for variation in operating conditions 3.2 Monitor the process to confirm that specifications are met 3.3 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements 3.4 Follow and apply workplace housekeeping and environmental procedures
4. Shut down the retort process	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the process according to work health and safety and operating procedures 4.3 Identify and report maintenance requirements according to workplace procedures 4.4 Maintain workplace records according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2044 Operate a retort process	FDFOP2044A Operate a retort process	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for FBPOPR2044 Operate a retort process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a retort process on at least one occasion, including:

- accessing workplace information to identify processing requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of necessary materials and services, including confirming container coding, and treating or confirming availability of treated cooling water
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting appropriate settings and/or related parameters
  - cancelling isolation or lock-outs as required
  - confirming that equipment is clean and correctly configured for processing requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been carried out
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting the cooking and cooling process equipment to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, including:
  - time
  - temperature
  - pressure at each stage
- cooling, cleaning and handling post-treated containers to meet requirements
- monitoring supply and flow of materials to and from the process
- taking corrective action in response to out-of-specification results
- responding to and/or reporting equipment failure within level of responsibility

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- locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records as required
- maintaining work area to meet housekeeping standards
- using process control systems according to workplace procedures
- cleaning and sanitising equipment according to workplace procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of heat treatment and retort process, including:
  - relationship between time and temperature in the retort process
  - changes and requirements of each stage, including cooking, cooling and post-treatment container handling
- the purpose and requirements of container coding
- basic operating principles of equipment required for operating a retort process, including main equipment components, including:
  - thermometers, chart recorder, temperature control system, clock and pressure gauges
  - status and purpose of guards
  - equipment operating capacities and applications
  - purpose and location of sensors and related feedback instrumentation
- the flow of the retort process and the effect of product output on downstream processes
- quality characteristics required of the retorted product
- effect of raw material characteristics on process performance
- operating requirements and parameters and corrective action required where operation is outside specified operating parameters
- typical equipment faults for a retort process operation and related causes, including:
  - signs and symptoms of faulty equipment
  - early warning signs of potential problems
- techniques used to monitor the retort process, including inspecting, measuring and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety risks associated with the process and related control measures, including both the risks of contamination related to processing and to post-processing handling of containers
- common causes of variation and corrective action required, including the effects of variables, including container size, product particulates, pH, water activity, time/temperature and pressure on process outcomes

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- work health and safety hazards and controls relevant to operating a retort process
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns, and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities required for operating a retort process
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures required for operating a retort process.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - retort process and related equipment and services
  - materials to be processed
  - sampling schedules and test procedures and equipment
  - cleaning procedures, materials and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters
  - production schedule/batch instructions
  - specifications, control points and processing parameters
  - documentation and recording requirements and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2045 Operate pumping equipment

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate and monitor pumping equipment.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of pumping and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare pumps for operation	1.1 Confirm pumps and related equipment are available to meet operating requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Wear appropriate personal protective clothing and ensure correct fit 1.3 Carry out pre-start checks on pumps and related equipment according to work health and safety and operating procedures 1.4 Select appropriate settings to meet safety and production requirements 1.5 Monitor and maintain condition of pumps and related equipment, and identify and report maintenance requirements according to workplace reporting requirements
2. Monitor pump operation	2.1 Start and monitor pumps and related equipment to identify variation in operating conditions 2.2 Take corrective action to maintain pump operation within equipment capacity and operating parameters
3. Complete pump operation	3.1 Prepare pumps for cleaning and/or maintenance according to work health and safety and food safety requirements 3.2 Conduct work in accordance with workplace environmental guidelines 3.3 Maintain the work area according to workplace procedures 3.4 Maintain workplace records according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data

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Skill	Description
	• Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2045 Operate pumping equipment	FDFOP2045A Operate pumping equipment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2045 Operate pumping equipment

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated pumping equipment on at least one occasion, including:

- accessing workplace information to identify pumping requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of materials to be pumped and necessary services
- conducting pre-start checks, including:
  - inspecting pump flanges, gaskets and seals to identify any signs of wear
  - checking related valve assemblies to identify any signs of leaks
  - cancelling isolation or lock-outs (where pumps have variable settings that involve selecting appropriate settings and confirming that related pipework is correctly configured for pumping requirements)
- monitoring and adjusting pump operation, including identifying variation in amperage and adjusting pump speeds/flow rates to meet pumping requirements
- monitoring supply and flow of materials to and from the pump
- following isolation and lock-out/tag-out procedures to take pumps and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- responding to and/or reporting pump equipment failure within level of responsibility
- locating stop and reset functions on pumps
- maintaining work area to meet housekeeping standards
- operating pumps using process control systems according to workplace procedures
- cleaning pumps and related equipment according to workplace procedures
- following relevant work health and safety requirements.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic operating principles of pumps and related equipment, including:
  - main pump components
  - status and purpose of guards
  - pump system configuration, including valves, taps and pipework
- the effect of pumping system design on operating performance, including flow resistance, pressure and head
- operating capacities of pumps used in the work area, including different pump types to perform pumping operations
- effect of raw material characteristics on pump performance, including variables that include soluble solids, temperature and viscosity
- effect of pump operating parameters on product/materials pumped
- corrective action required where pump operation is outside specified operating parameters
- typical equipment faults and related causes relevant to operating pumping equipment, including:
  - signs and symptoms of faulty equipment
  - early warning signs of potential problems
  - services required
- isolation, lock-out and tag-out procedures and responsibilities required for operating pumping equipment
- work health and safety hazards and controls relevant to operating pumping equipment
- procedures and responsibility for reporting problems
- environmental issues and controls, including action required in the event of significant leaks or spills
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning procedures required for operating pumping equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - pumps, related equipment and services
  - materials to be pumped
  - routine preventative maintenance schedule as required
  - cleaning procedures, materials and equipment

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- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2046 Operate a production process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a production process.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of a production process and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in processing area	1.1 Confirm materials are available to meet operating requirements 1.2 Identify and confirm cleaning and maintenance requirements and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	status according to work health and safety and food safety requirements 1.3 Wear appropriate personal protective clothing and ensure correct fit
2. Prepare the equipment and process for operation	2.1 Fit machine components and related attachments and adjust to meet operating requirements 2.2 Enter processing and operating parameters to meet safety and production requirements 2.3 Check equipment performance and adjust according to production requirements 2.4 Carry out pre-start checks according to work health and safety and operating procedures
3. Operate and monitor the process	3.1 Start, operate and monitor the process for variation in operating conditions 3.2 Monitor the process to confirm that specifications are met 3.3 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements 3.4 Follow and workplace housekeeping and environmental procedures
4. Shut down the process	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the process according to work health and safety and operating procedures 4.3 Identify and report maintenance requirements according to workplace procedures 4.4 Maintain workplace records according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2046 Operate a production process	FDFOP2046A Operate a production process	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2046 Operate a production process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a production process on at least one occasion, including:

- accessing workplace information to identify processing requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of necessary materials and services
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting appropriate settings and/or related parameters
  - cancelling isolation or lock-outs
  - confirming that equipment is clean and correctly configured for processing requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been carried out
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting process equipment to achieve required outcomes, including monitoring control points and conducting inspections to confirm process remains within specification
- monitoring supply and flow of materials to and from the process
- taking corrective action in response to out-of-specification results
- responding to and/or reporting equipment failure within level of responsibility
- locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records
- maintaining work area to meet housekeeping standards
- using process control systems according to workplace procedures

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- cleaning and sanitising equipment according to workplace procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of the production process
- basic operating principles of equipment required to operate the production process, including:
  - main equipment components
  - status and purpose of guards
  - equipment operating capacities and applications
  - the purpose and location of sensors and related feedback instrumentation
- services required and action to take if services are not available
- the flow of this process and the effect of outputs on downstream processes
- quality characteristics to be achieved by the process
- quality requirements of materials and effect of variation on process performance
- operating requirements, parameters and corrective action required where operation is outside specified operating parameters
- typical equipment faults of the production process and related causes, including recognition of signs and symptoms of faulty equipment and early warning signs of potential problems
- methods used to monitor the production process, including inspecting, measuring and testing by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety risks associated with the process and related control measures
- common causes of variation for operating a production process and corrective action required
- work health and safety hazards and controls, including limitations of protective clothing and equipment relevant to the work process
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns, and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities required for the operation of the production process
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the production process, including waste/rework collection and handling procedures
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures required for the production process.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - process and related equipment and services
  - materials to be processed
  - sampling schedules and test procedures and equipment
  - cleaning procedures, materials and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters
  - production schedule/batch instructions
  - specifications, control points and processing parameters
  - documentation and recording requirements and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2056 Operate a freezing process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a freezing process.

This unit applies to individuals who work under general supervision and exercise limited autonomy in a food processing environment. It typically applies to the production worker responsible for applying basic operating principles to the operation and monitoring of a freezing process and associated equipment.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for work in processing area	1.1 Confirm materials are available to meet operating requirements 1.2 Identify and confirm cleaning and maintenance requirements and status according to work health and safety and food safety

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 1.3 Wear appropriate personal protective clothing and ensure correct fit
2. Prepare the freezing process for operation	2.1 Fit machine components and related attachments and adjust to meet operating requirements 2.2 Enter processing and operating parameters to meet safety and production requirements 2.3 Check equipment performance and adjust according to production requirements 2.4 Carry out pre-start checks according to work health and safety and operating procedures
3. Operate and monitor the freezing process	3.1 Start, operate and monitor the process for variation in operating conditions 3.2 Monitor the process to confirm that specifications are met 3.3 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements 3.4 Follow and apply workplace housekeeping and environmental procedures
4. Shut down the freezing process	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the process according to work health and safety and operating procedures 4.3 Identify and report maintenance requirements according to workplace procedures 4.4 Maintain workplace records according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process
Navigate the world of work	• Apply workplace procedures to own role and responsibilities • Identify skills, knowledge and experience required for performing own role in the workplace • Ask questions to clarify understanding or seek further information
Interact with others	• Communicate and report operational and safety information to relevant personnel • Use modes of communication suitable to purpose to confirm understanding when conducting operational start-up and shutdown procedures
Get the work done	• Access and interpret process control panels and system • Maintain a clean and hazard-free work area • Identify out-of-specification standards and maintain quality specifications • Confirm equipment status and condition • Interpret process and equipment information to monitor process and respond to abnormal performance and variations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2056 Operate a freezing process	FDFOP2056A Operate a freezing process	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2056 Operate a freezing process

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a freezing process on at least one occasion, including:

- accessing workplace information to identify processing requirements
- selecting, fitting and using personal protective clothing and/or equipment
- confirming supply of necessary materials and services
- preparing materials
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - selecting appropriate settings and/or related parameters
  - cancelling isolation or lock-outs
  - confirming that equipment is clean and correctly configured for processing requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been carried out
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting the freezing process and equipment to achieve required outcomes, including monitoring control points and conducting inspections to confirm process remains within specification, including:
  - tunnel and product temperatures
  - throughput
  - removal of frozen waste product from equipment
  - visually inspecting product
- monitoring supply and flow of materials to and from the process
- taking corrective action in response to out-of-specification results
- correctly following procedures to defrost tunnels

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- responding to and/or reporting equipment failure within level of responsibility
- locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records
- maintaining work area to meet housekeeping standards
- using process control systems according to workplace procedures
- cleaning and sanitising equipment according to workplace procedures
- following relevant work health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of freezing, including the changes that occur to product during freezing
- basic operating principles of equipment used in the operation of a freezing process, including:
  - main equipment components
  - status and purpose of guards
  - basic principles and operation of refrigeration system
  - equipment operating capacities and applications
  - purpose and location of sensors and related feedback instrumentation
- the flow of the freezing process and the effect of product output on downstream processes
- quality characteristics to be achieved by the freezing process
- effect of raw material characteristics on the freezing process
- operating requirements and parameters of the freezing process and corrective action required where operation is outside specified operating parameters
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- contamination and food safety risks associated with the freezing process and related control measures
- common causes of variation in the operation of the freezing process and corrective action required
- work health and safety hazards and controls, including the limitations of protective clothing and equipment relevant to the work process
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns, and procedures to follow in the event of a power outage
- isolation, lock-out and tag-out procedures and responsibilities required for the operation of the freezing process
- procedures and responsibility for reporting production and performance information relevant to the freezing process

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- environmental issues and controls relevant to the freezing process, including waste collection and handling procedures
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures required for the freezing process.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - freezing process and related equipment and services
  - materials to be frozen
  - sampling schedules and test procedures and equipment
  - cleaning procedures, materials and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - production schedule and batch instructions
  - specifications, control points and processing parameters
  - information on equipment capacity and operating parameters
  - documentation and recording requirements and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2065 Conduct routine maintenance

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to inspect equipment and carry out routine maintenance and adjustment using a limited range of hand tools.

This unit applies to individuals who perform routine maintenance in a food and beverage environment. It typically targets the production worker responsible for conducting simple and routine maintenance tasks to support the operation of machines or equipment.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Conduct routine inspection of plant and equipment	1.1 Read or listen to work instructions from supervisor and clarify where needed 1.2 Identify health and safety hazards in the workplace and tell supervisor 1.3 Wear appropriate personal protective equipment and ensure correct fit

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Inspect equipment to identify signs of wear 1.5 Assess the nature of maintenance requirement
2. Prepare to conduct routine maintenance	2.1 Assess the maintenance task to determine tools and services required 2.2 Prepare equipment for maintenance 2.3 Select hand tools according to task requirements 2.4 Check tools before use and report unsafe and faulty items 2.5 Plan and schedule maintenance in consultation with affected work areas to minimise disruption to production
3. Carry out routine maintenance	3.1 Carry out routine maintenance on equipment 3.2 Report maintenance activities in line with workplace procedures
4. Complete maintenance tasks	4.1 Return equipment to operating order when maintenance is complete 4.2 Store tools and materials 4.3 Notify the relevant personnel of maintenance completion 4.4 Maintain a clean and tidy workplace

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Oral communication	• Interact effectively with staff members
Get the work done	• Make routine decisions to correct simple and familiar problems • Apply routine fault finding methods to trace and identify equipment faults and implement standard and familiar solutions

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2065 Conduct routine maintenance	FDFOP2011A Conduct routine maintenance	Updated to meet Standards for Training Packages Minor changes to Performance Criteria to clarify intent	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2065 Conduct routine maintenance

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively conducted routine maintenance on a minimum of two different items of plant and/or equipment, including:

- identifying routine maintenance tasks for machine or equipment
- monitoring operation and identifying need for maintenance tasks
- carrying out routine maintenance tasks according to workplace procedures
- on completion of maintenance tasks, returning equipment to operational order, including confirming that all equipment parts, nuts and bolts are accounted for and correctly tightened
- scheduling maintenance tasks that are beyond one's own job role and communicating requirements with affected personnel
- selecting and using appropriate tools to undertake routine maintenance within scope of own job role
- assessing readiness for returning machine or equipment to operation or referring for further attention
- completing maintenance documentation
- applying safe work practices and identifying health and safety hazards and controls in the workplace.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems and programs in place to manage routine maintenance of plant and equipment in the workplace
- responsibilities for participating in the maintenance program, including operator role and the role of others
- procedures for raising maintenance orders where requirements are outside operator role

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- basic operating principles of equipment to be maintained
- signs and symptoms of faulty equipment and early warning signs of potential problems
- basic checks used to confirm the nature of maintenance requirements, including distinguishing between mechanical and electrical faults and identifying probable causes or conditions that may increase maintenance requirements of equipment used
- procedures for issuing, maintaining and storing tools used
- safe use of hand tools and measuring instrumentation relevant to maintenance responsibilities
- lubrication requirements, including requirements to use food grade lubricants as required, and consequences of using incorrect type or amount of lubricants
- safe work procedures, including appropriate signage of maintenance activities, use of appropriate personal protective equipment, and awareness of safety hazards and controls relating to maintenance tasks
- methods used to render equipment safe to work on or clean including lock out/tag out and isolation procedures (in some cases this may involve liaising with other maintenance operators)
- procedures and inspections to be carried out to confirm that equipment is in operating order and all parts are accounted for
- food safety risks arising from poor personal hygiene, cleaning and housekeeping practices and procedures associated with routine maintenance
- maintenance planning, scheduling and recording procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - maintenance tools and equipment
  - operational machinery and equipment
  - safety equipment
  - spares and consumables
- specifications:
  - operation procedures
  - service equipment and maintenance instructions.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2066 Apply sampling procedures

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to interpret sampling plans, and to collect and transfer samples to retain sample integrity.

This unit applies to individuals who would typically be required to follow specific sampling procedures under general supervision.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for sampling	1.1 Read or listen to work instructions from supervisor and clarify where needed 1.2 Identify health and safety hazards in the workplace and inform supervisor 1.3 Wear appropriate personal protective equipment and ensure correct fit 1.4 Identify sampling requirements in the sampling plan

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.5 Prepare sampling equipment, containers and labels
2. Collect samples	2.1 Collect samples as specified in the sampling plan 2.2 Handle and prepare samples to preserve sample and source integrity 2.3 Identify and report defects or abnormalities in source material and sample 2.4 Record sample information in line with workplace requirements 2.5 Maintain a clean and tidy workplace

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Writing	• Record sample information accurately
Get the work done	• Solve familiar and generally predictable problems within workplace guidelines

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR2066 Apply sampling procedures	FDFOP2013A Apply sampling procedures	Updated to meet Standards for Training Packages Minor changes to Performance Criteria to clarify intent	Equivalent unit

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Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR2066 Apply sampling procedures

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively taken 10 samples, in line with the sampling plan, including:

- accessing and interpreting sampling plan to identify requirements
- selecting, fitting and using personal protective equipment
- preparing for sampling to ensure required tools, containers and labels are available
- following sampling procedures and the sampling plan to collect samples from the designated points, in the quantities and at the times specified
- identifying atypical source materials and/or samples and take corrective action, such as reporting abnormalities, repeating sample collection and/or following intensive sampling schedules
- completing sample records according to workplace requirements, such as labelling samples as required
- transferring samples for testing
- maintaining work area to meet housekeeping standards.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards and controls in the workplace, including the purpose and limitations of personal protective equipment
- basic sampling principles, including the importance of following the sampling plan to obtain representative sampling reflecting characteristics of source material, the sample characteristics and related preservation, handling and storage requirements, and the labelling system purpose and requirements
- tests to be conducted on samples, and related handling and preparation requirements and responsibilities

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- characteristics of materials sampled, and common contaminants and related conditions under which contamination is likely to occur
- sampling techniques relevant to samples collected, such as sterilisation methods and procedures
- the relationship between sampling, testing and production processes, including different sampling regimes that may apply in response to non-standard conditions or after corrective action is taken to adjust production outputs
- procedures and responsibility for reporting and recording sampling information, including legislative requirements
- procedures for preparing samples.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - sampling plan
  - recording and reporting system
  - sampling equipment and containers as required
  - product/source material to be sampled.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR2070 Apply quality systems and procedures

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to monitor quality of work outcomes to maintain and improve quality at work.

This unit applies to individuals who work under general supervision and exercise limited autonomy.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Monitor quality of work outcome	1.1 Identify quality requirements of work process 1.2 Inspect inputs to confirm capability to meet quality requirements 1.3 Conduct work to produce required outcomes 1.4 Monitor work processes to confirm quality of output and/or service 1.5 Adjust processes to maintain outputs within specification

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Participate in maintaining and improving quality at work	2.1 Monitor work area, materials, processes and product to ensure compliance with quality requirements and health and safety procedures 2.2 Conduct work in accordance with workplace environmental guidelines 2.3 Identify and report non-conformance in inputs, process, product and/or service according to workplace reporting requirements 2.4 Take corrective action within level of responsibility to maintain quality standards 2.5 Raise quality issues with designated personnel 2.6 Record quality data in accordance with workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• Interpret basic quality directions and instructions
Numeracy	• Perform basic numerical calculations related to monitoring, sampling and testing • Correct/control variation within equipment and process capacity parameters
Interact with others	• Communicate and report quality information to relevant personnel

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FBPOPR2070 Apply quality	FDFOP2063A Apply quality	Updated to meet Standards for Training	Equivalent unit

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systems and procedures	systems and procedures	Packages Minor changes to Performance Criteria to clarify intent	

Links

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Assessment Requirements for FBPOPR2070 Apply quality systems and procedures

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has applied quality systems and procedures on at least two separate occasions, including:

- identifying control points or inspection points for own work and related methods used to monitor quality
- maintaining quality of own work, including relevant checks and inspections where required in order to monitor control points and check and inspect equipment, materials, product, packaging consumables, processing conditions and service standards relevant to own work
- determining when and how to make adjustments to maintain output within specified parameters
- identifying and responding to out-of-specification or unacceptable inputs and/or outputs
- recording quality data in required format.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- quality policy, procedures and responsibilities
- quality system used in the workplace, sources of information on quality requirements, the role of internal and external auditors, as appropriate, and performance improvement processes
- basic concepts of quality assurance, including hazards, risk assessment and control methods
- requirements of internal and external customers
- control points for own work, including the purpose of the control point, the risk if not controlled and the method of control used
- monitoring, testing and inspection procedures relating to process control requirements

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- scope to correct/control variation within equipment and process capacity parameters
- evidence of out-of-specification or unacceptable performance
- procedures for responding to out-of-specification or unacceptable performance/outcomes, including procedures for identifying or isolating materials or product of unacceptable quality
- systems used to trace product ingredients as relevant to own work
- requirements to report and record quality information.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - sampling and test procedures and related equipment
  - systems for recording quality information
- specifications:
  - work instructions
  - quality policy, system and procedures, including company codes of practice/Good Manufacturing Practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR3005 Operate interrelated processes in a production system

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and monitor interrelated processes in a production system.

This unit of competency describes the skills and knowledge required to set up, operate, adjust and monitor interrelated processes in a production system. A production system typically involves a series of interrelated processes that must be coordinated and concurrently operated to produce the required outcome.

This unit applies to individuals who have skills and knowledge the operational requirements of the production system for the industry in which it is applied. Individuals apply higher level planning and problem-solving skills, work under broad direction and take responsibility for their own work.

All work must be carried out to comply with workplace procedures according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare the production system for operation	1.1 Confirm availability of equipment, materials and services according to workplace procedures 1.2 Identify and confirm cleaning requirements and equipment status 1.3 Select and fit personal protective equipment according to job requirements 1.4 Enter processing/operating parameters and select or adjust machine settings according to workplace procedures 1.5 Load or position materials, ingredients and/or product according to workplace procedures 1.6 Conduct pre-start checks, adjust equipment performance and confirm equipment is ready and safe to operate
2. Operate and monitor the production system	2.1 Start up and operate and monitor the system and equipment for variation in operating conditions 2.2 Identify, rectify and report out-of-specification product and process outcomes to maintain the process within specification 2.3 Maintain the work area and report maintenance requirements according to workplace procedures 2.4 Conduct work according to workplace and environmental procedures
3. Hand over production system operation	3.1 Maintain records according to workplace procedures 3.2 Conduct handover according to workplace procedures 3.3 Confirm process operators are properly informed of system and related equipment status at completion of handover
4. Shut down the production system	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the system according to workplace procedures 4.3 Identify and report maintenance requirements
5. Contribute to continuous improvement of the production system	5.1 Review system performance against output plan/targets according to workplace procedures 5.2 Identify and investigate opportunities for system improvement 5.3 Develop and implement proposals for improvement within workplace planning arrangements, authority levels and according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR3005 Operate interrelated processes in a production system	FDFOP3003A Operate interrelated processes in a production system	Updated to meet Standards for Training Packages Minor changes to Performance Criteria to clarify intent	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR3005 Operate interrelated processes in a production system

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively operated interrelated processes in a production system, on at least one occasion, including:

- conducting pre-start checks on production system components
- confirming machine set-up is ready to achieve production requirements
- applying safe work practices and identify hazards and controls
- selecting and fitting personal protective equipment (PPE)
- starting, operating, monitoring and adjusting process equipment throughout the system to achieve required quality outcomes
- identifying system problems and taking corrective action
- conducting operational handovers
- shutting down system
- identifying and investigating opportunities for operational improvements within areas of responsibility
- completing workplace records
- shutting down equipment according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of the production system, including the system process flow, the interrelationships of each process to identify the impact of variation on related processes, and optimisation options
- basic operating principles of equipment and related accessories used by the system, including equipment adjustment points, status and purpose of guards, and range and location/alignment requirements of sensors and related feedback instruments

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- operating capacities of equipment used in the system, including different types of equipment and/or components by processing/packaging operations
- related systems and responsibilities for interaction, including related production systems, services supply, packaging/warehousing, maintenance, laboratory/quality assurance and planning and scheduling
- product characteristics and common types of variation in materials and/or ingredients used, including the effect of variation on each stage of the system and scope to adjust or correct
- typical production related problems, including equipment faults, common causes and warning signs, incorrect or poor supply of materials, incorrect settings and poor operator control
- relevant procedures, specifications and operating parameters for the system and the individual processes
- isolation, lock-out and tag out procedures and responsibilities
- hazards, risks, controls and methods for monitoring processes within the system, including health and safety in the workplace, food safety, quality and environmental hazards and risks
- workplace system and approach to equipment maintenance
- process improvement procedures and related consultative arrangements
- troubleshooting procedures and problem-solving techniques
- communication responsibilities to inform related work areas/support functions and other shifts of operational status and production issues
- procedures and responsibility for reporting production and performance information.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - PPE
  - production system equipment and related accessories and services
  - materials/consumables required by the process
  - communication and recording systems and procedures
- specifications:
  - production schedule and related advice on system requirements
  - information on equipment capacity and operating parameters.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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FBPOPR3006 Operate interrelated processes in a packaging system

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and monitor interrelated processes in a packaging system.

This unit applies to individuals who work under broad direction and take responsibility for their own work.

All work must be carried out to comply with workplace procedures according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare the packaging system for operation	1.1 Confirm equipment, materials and services are available to meet packaging requirements 1.2 Identify and confirm cleaning requirements and equipment status 1.3 Select and fit personal protective equipment according to job

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements 1.4 Enter processing/operating parameters and select or adjust machine settings according to workplace procedures 1.5 Load or position product and/or packaging components and consumables according to workplace procedures 1.6 Conduct pre-start checks, adjust equipment performance and confirm equipment is ready and safe to operate
2. Operate and monitor the packaging system	2.1 Start up and operate and monitor the system and equipment for variation in operating conditions 2.2 Identify and report non-conformances according to workplace procedures 2.3 Maintain the work area and report maintenance requirements 2.4 Conduct work according to workplace environmental standards
3. Hand over packaging system operation	3.1 Maintain workplace records according to workplace procedures 3.2 Conduct handover procedures 3.3 Confirm process operators are properly informed of system and related equipment status at completion of handover
4. Shut down the packaging system	4.1 Identify the appropriate shutdown procedure 4.2 Shut down the system 4.3 Identify and report maintenance requirements according to workplace procedures
5. Contribute to continuous improvement of the system	5.1 Review system performance against output plan/targets 5.2 Identify and investigate opportunities for system improvement 5.3 Develop and implement proposals for improvement within workplace planning arrangements, authority levels and according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Interpret workplace and standard operating procedures relevant to job role • Interpret production requirements
Writing	• Record operating, routine maintenance and shutdown information on paper-based and electronic media
Numeracy	• Monitor and interpret production and process control indicators and data • Monitor supply and flow of materials to and from the process

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPOPR3006 Operate interrelated processes in a packaging system	FDFOP3004A Operate interrelated processes in a packaging system	Updated to meet Standards for Training Packages Minor changes to Performance Criteria to clarify intent	Equivalent unit

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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Assessment Requirements for FBPOPR3006 Operate interrelated processes in a packaging system

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively operated interrelated processes in a packaging system on at least two separate occasions, including:

- setting and/or adjusting equipment to meet packaging requirements
- inspecting equipment condition to identify any signs of wear
- confirming selection of appropriate settings and/or related parameters
- ensuring that isolation or lock outs are cancelled
- confirming that equipment is clean and correctly configured for packaging requirements, positioning sensors and controls correctly
- ensuring any scheduled maintenance has been carried out
- confirming that all safety guards are in place and operational loading and/or positioning product, packaging components and consumables.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of the packaging system, including:
  - the process flow and the interrelationships of each previous processes that can affect packaging outcomes, packaging technology, and packaging equipment components
- basic operating principles of equipment and related accessories used by the system, including:
  - equipment adjustment points, status and purpose of guards, and range and location/alignment requirements of sensors and related feedback instruments
- operating capacities of equipment used in the system, including different types of equipment and/or components by processing/packaging operations

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- related systems and responsibilities for interaction, including related production and further packaging/storage stages, services supply, maintenance, laboratory/quality assurance and planning and scheduling
- technical knowledge of product/packaging characteristics and the main factors that impact on shelf-life
- typical packaging related problems, including equipment faults, common causes and warning signs, incorrect or poor supply of materials and finished product, incorrect settings and poor operator control
- relevant procedures, specifications and operating parameters for the system and the individual processes
- isolation, lock out and tag out procedures and responsibilities
- hazards, risks, controls and methods for monitoring processes within the system, including health and safety, food safety, quality and environmental hazards and risks in the workplace
- workplace system and approach to equipment maintenance
- process improvement procedures and related consultative arrangements
- troubleshooting procedures and problem-solving techniques
- communication responsibilities to inform related work areas/support functions and other shifts of operational status and production issues
- procedures and responsibility for reporting production and performance information.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
- resources, equipment and materials:
  - personal protective equipment
  - production schedule and related advice on system requirements
  - packaging system equipment and related accessories and services
  - product, packaging components and consumables by the process
  - communication and recording systems and procedures
- specifications:
  - information on equipment capacity and operating parameters.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4

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HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

Application

This unit describes the knowledge and skills required by a worker new to primary health care to work effectively with Aboriginal or Torres Strait Islander clients and their communities.

It enables the individual worker to understand the cultural and historical context surrounding issues facing Aboriginal and/or Torres Strait Islander clients and communities in order to support the delivery of primary health care.

This unit applies to all staff providing support to the delivery of primary health care. All work tasks are to be performed under supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Work in the context of Aboriginal and/or Torres Strait Islander history	1.1 Consider and respect local and national historical factors when working with Aboriginal and/or Torres Strait Islander people and their communities
	1.2 Consider the impact of social, political, economic and environmental factors on Aboriginal and/or Torres Strait Islander people and their health
2.Work in a culturally safe manner	2.1 Deliver services as directed in a culturally sensitive and safe manner and in line with organisation policies, regulatory requirements and community protocols
	2.2 Maintain confidentiality of client information regardless of personal, family and community pressures or status
	2.3 Consider and respect local community values, beliefs and gender roles when providing health care to Aboriginal and/or Torres Strait Islander people

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Reading:	• in order to interpret key information from policy and regulatory documentation
Oral communication:	• in order to communicate in a culturally acceptable manner with community members
Learning	• in order to locate, access and retrieve information on the impact of social, political, economic and environmental factors on Aboriginal and/or Torres Strait Islander people and in particular their health

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked effectively with at least three Aboriginal and/or Torres Strait Islander clients by:
  - using culturally safe and appropriate communication, including verbal and body language and gestures, with clients
  - treating information obtained about a client with respect and confidentiality
  - performing own work role in providing services with respect and consideration for Aboriginal and/or Torres Strait Islander people, their histories, cultures and current issues.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task, under supervision, outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander health issues and community beliefs, values, protocols and views on health needs
- Aboriginal and/or Torres Strait Islander history, including:
  - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people
- history of primary health care and community-controlled health
- basic principles of primary health care
- impacts of government policies and legislation on Aboriginal and/or Torres Strait Islander communities
- rights and responsibilities of clients and workers including code of conduct and duty of care
- issues and challenges for local Aboriginal and/or Torres Strait Islander communities which may impact on work role and delivery of services.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- under supervision, as part of a primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or impractical.

Simulated assessment environments must simulate a real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 4	Updated mapping information. Equivalent outcome.
Release 3	Updated mapping information.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation
	1.2 Identify, assess and manage immediate hazards to health and safety of self and others
	1.3 Assess the casualty and recognise the need for first aid response
	1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
	2.2 Provide first aid in accordance with established first aid principles
	2.3 Display respectful behaviour towards casualty
	2.4 Obtain consent from casualty where possible
	2.5 Use available resources and equipment to make the casualty as comfortable as possible
	2.6 Operate first aid equipment according to manufacturer’s instructions
	2.7 Monitor the casualty’s condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services
	3.2 Report details of incident to workplace supervisor as appropriate
	3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents
	4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 4	Updated mapping information. Equivalent outcome.
Release 3	Updated mapping information.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Performance Evidence

e candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:

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  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - respiratory distress, including asthma
  - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements

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  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - fractures
  - febrile convulsions
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including strains and, sprains
  - stroke

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  - unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID011 Provide First Aid

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock

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- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally

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  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, strains and sprains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID013 Provide First Aid in remote or isolated site

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in a remote or isolated site over an extended period of time until medical assistance is provided, or evacuation occurs.

This unit applies to any site where medical assistance is likely to be delayed.

First aid is to be provided in line with guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment for first aid response in remote or isolated site.	1.1. Evaluate information about remote or isolated site and identify potential injuries and illnesses requiring extended management.
	1.2. Select first aid equipment and resources to manage a range of potential incidents, according to organisational emergency response and first aid procedures.
	1.3. Select communication equipment to facilitate emergency response in remote or isolated site.
	1.4. Complete pre-departure safety and serviceability checks on equipment.
2. Assess the situation.	2.1. Recognise and assess an emergency situation.
	2.2. Ensure safety for self, bystanders and casualty.
	2.3. Assess casualty to determine extent of first aid response.
	2.4. Identify need for medical assistance and relay initial and

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	concise information. 2.5. Triage when multiple casualties are involved.
3. Apply appropriate first aid procedures.	3.1. Perform single-rescuer or two-rescuer cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines and availability of rescuers. 3.2. Provide first aid in accordance with established first aid principles. 3.3. Display respectful behaviour towards casualty. 3.4. Obtain consent from casualty where possible. 3.5. Use available resources and equipment to make the casualty as comfortable as possible. 3.6. Operate first aid equipment according to manufacturers' instructions. 3.7. Monitor the casualty's condition and respond in accordance with first aid principles. 3.8. Assess need to evacuate casualty, ability to transport to medical assistance or need for external assistance. 3.9. Administer medication as required according to medical instructions.
4. Communicate details of the incident.	4.1. Accurately convey incident details to emergency services. 4.2. Report details of incident in line with appropriate workplace or site procedures. 4.3. Complete applicable workplace or site documentation, including incident report form. 4.4. Maintain privacy and confidentiality of records and information in line with applicable statutory or organisational policies.
5. Coordinate evacuation and first aid activities until assistance arrives.	5.1. Determine need, in consultation with external services, to evacuate casualty. 5.2. Provide accurate information about location of incident, number of casualties, their condition and their position to enable deployment of appropriate resources. 5.3. Continue to provide treatment using available resources until help arrives. 5.4. Prepare site for evacuation of patient. 5.5. On approach, assist emergency services to locate the site of the incident. 5.6. Follow instructions and provide assistance to emergency services personnel during evacuation.
6. Review the incident.	6.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 6.2. Contribute to a review of the first aid response as required.

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID005 Provide first aid in remote situations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID013 Provide First Aid in remote or isolated site

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) guidelines and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performing at least 2 minutes of ventilation and at least 2 minutes of compressions during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - responding appropriately in the event of regurgitation or vomiting
  - demonstrating a rotation of operators with minimal interruptions to compressions
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - minor wound cleaning and dressing
  - nosebleed
  - shock
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques for remote situations and appropriate equipment improvisations

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  - head, neck and spinal injuries
  - hypothermia and hyperthermia
  - life threatening bleeding requiring use of tourniquets and haemostatic dressings
- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - conducting a secondary survey assessment
  - assessing vital signs respirations, pulse, temperature
  - level of consciousness
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident
- conducted a basic triage for a multiple casualty incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies including those relevant to remote or isolated sites
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of medication

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  - legal requirements
  - the five rights
  - the responsibilities of the first aider
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions or injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, sprains and strains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke
  - life threatening bleeding including use of tourniquets and haemostatic dressings

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- considerations when providing first aid including:
  - assessment, interpretation and documentation of vital signs, including normal clinical values for respirations, temperature, pulse and level of consciousness
  - how to conduct a secondary assessment of a casualty
  - basic triage processes
  - ongoing care requirements of casualty beyond initial treatment
- remote considerations in the provision of first aid, including:
  - the nature of remote or isolated sites and how this may impact on first aid management
  - key features, functions and limitations of different types of emergency communication equipment used in remote or isolated sites, and factors that affect choice:
    - radio equipment
    - mobile phones
    - satellite phones
    - alerting and tracking devices including personal locator beacons (PLBs)
  - management options relating to transporting casualty, including aero-medical evacuation
  - specific considerations contextualised to alpine, desert, marine, rural or remote settings and tropical environments
  - methods used to assist emergency services to locate incident sites and the key features, functions and limitations of resources used to assist:
    - verbal directions
    - flags
    - flares or smoke
    - fires
  - use of man-made and natural resources to supplement first aid equipment
  - content of remote area first aid kits
  - content of remote area medication boxes
- psychological impacts of first aid incidents on rescuers and how to seek help.
-

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Scenarios must concentrate on the significance of remote or isolated site circumstances.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

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- adult and infant resuscitation manikin following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- placebo bronchodilator and spacer device
- haemostatic dressings
- haemostatic wound packing trainer
- thermometers
- tourniquets
- tourniquet trainer
- different types of wound dressings and bandages
- blankets and items to manage a casualty for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties
- remote first aid kits
- immobilisation devices.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTFSE008 Conduct internal food safety audits

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS312D

Application

This unit describes the skills and knowledge required to plan and conduct a food safety audit and to report and follow up audit outcomes.

This unit applies to any worker involved in internal auditing against the current food safety standards. At this level, workers would be required to exercise judgement within clearly defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan a *food safety audit*	1.1 Identify and locate information and resources required to conduct the audit
	1.2 Develop and negotiate an audit plan with the food

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	business to meet audit scope
2. Conduct a food safety audit	2.1 Collect information that is adequate, representative and meets audit requirements
	2.2 Analyse information to assess adequacy of the food safety program
	2.3 Review records to assess compliance with the food safety program
	2.4 Assess compliance with the food safety program in the food business
	2.5 Inspect premises and transport vehicles, as required, to confirm that they meet the design and construction requirements set out by food safety legislation
	2.6 Identify areas requiring corrective action
3. Report and follow up audit outcomes	3.1 Report situations presenting an imminent and serious risk to the safety of food in accordance with legislative requirements
	3.2 Prepare audit reports to address audit scope requirements
	3.3 Communicate the results of the audit to the food business and to enforcement agencies as required by legislation
	3.4 Confirm areas requiring corrective action with the food business
	3.5 Develop a corrective action plan
	3.6 Confirm implementation of corrective action as set out in the corrective action plan
	3.7 Review corrective action and implement follow-up requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTFSE008 Conduct internal food safety audits

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS312D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- planned, conducted and documented at least 2 food safety audits to meet audit scope, legal and organisational requirements of food business.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- relevant sections of the food standards codes, legislation, industry guidelines and food processes relevant to health and community services sectors and necessary to verify food safety compliance
- purpose, scope and stages of the internal food safety audit
- legal and organisational requirements and processes for:
  - internal and external second or third-party audits
  - internal and external audit roles, responsibilities and legal liabilities
  - prescribed fees, levies and charges
  - appropriate ethical conduct of auditors
  - certification and/or registration of auditors and authorised officers

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  - food safety and the purpose and intent of current legislation
  - reporting findings of the audit, conflict of interest, confidentiality, rights of appeal and giving evidence in court
  - reporting non-conformities that present an imminent and serious risk to the safety of food
  - business classification and scope and frequency of audit
  - training and assessment requirements for food safety workers and supervisors
  - minimum standards of design and construction required of food premises, fixtures, fittings, equipment and transport vehicles as required by food safety legislation and relevant Australian Standards
- audit procedures and techniques:
  - recording and reporting requirements
  - business systems and related reference documents and appropriate application of these in an audit
  - data analysis methods
  - techniques for collecting information, including choice of appropriate methods to ensure data is adequate and representative
- food safety program procedures and requirements
- food safety hazards and associated risks
- where food business control methods or limits vary from industry standards or where there are no industry standards, technical knowledge required to assess data used by the business to validate acceptable limits
- hazard analysis and critical control points (HACCP) procedures, including:
  - techniques for identifying hazards that may be reasonably expected to occur
  - determining appropriate control methods
  - monitoring and record keeping
  - validating and corrective action requirements.

Assessment Conditions

Skills must have been demonstrated in a workplace or a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities equipment and resources, including a real food business within the health or community services sectors where food safety hazards are identified and controlled by a food safety program
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

- In addition, the person assessing this unit of competency must be a competent and approved food safety auditor, as defined by food safety legislation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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MARB027 Perform basic servicing and maintenance of main propulsion unit and auxiliary systems

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to perform basic maintenance and servicing of main propulsion units and auxiliary systems.

This unit applies to people working in the maritime industry in the capacity of:

- coxswain on vessels <12 m in length with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine operating in inshore or designated waters or
- coxswain on tenders or auxiliary vessels <12 m in length operating within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 1 NC, as defined in the National Standard for Commercial Vessels (NSCV) Part D.

The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification.

The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under the *Marine Safety (Domestic Commercial Vessel) National Law Act 2012* at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

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Competency Field

B – Equipment Checking and Maintenance

Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Prepare for work	**1.1**	Manufacturer equipment specifications are obtained
	1.2	Safety requirements associated with maintaining equipment and workplace environment are implemented
	1.3	Tasks are planned and sequenced in conjunction with others involved in or affected by maintenance work
	1.4	Tools and equipment are selected and checked for serviceability
	1.5	Work area is prepared
2 Carry out routine service	**2.1**	Equipment is inspected and inspection results are compared with manufacturer specifications
	2.2	Servicing tasks are carried out to specifications
	2.3	Mechanical equipment and system components are checked with appropriate instruments
	2.4	Faulty items or components are identified and serviceability or unserviceability is determined
	2.5	Unserviceable equipment is tagged according to workplace procedures
3 Repair or replace faulty components	**3.1**	Equipment is safely isolated according to regulations and/or work health and safety (WHS)/occupational health and safety (OHS) requirements
	3.2	Faulty items or components are removed using appropriate tools and equipment according to workplace

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		procedures
	3.3	Replaceable items are selected or serviceable items are fitted according to manufacturer specifications
	3.4	Adjustments are made to equipment or components to comply with specifications
	3.5	Operational checks are carried out on system to ensure its compliance with manufacturer specification
	3.6	Maintenance report and logbooks are completed according to workplace procedures
4 Clean up	**4.1**	Work area is cleared and cleaned
	4.2	Materials are disposed of or recycled according to legislative and workplace requirements
	4.3	Tools and equipment are cleaned, checked and stored according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARB002 Perform basic servicing and maintenance of main propulsion unit and auxiliary systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARB027 Perform basic servicing and maintenance of main propulsion unit and auxiliary systems

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying state or territory work health and safety (WHS)/occupational health and safety (OHS) requirements (specifically relating to personal protective equipment (PPE), use of tools and equipment, workplace environment and safety, handling of materials, hazard control and hazardous materials and substances) as per legislative requirements and vessel operating procedures
- completing all work required to service, replace and repair faulty equipment to specification/s
- completing relevant logbooks and service reports
- implementing safe operating procedures, including recognising and preventing hazards: associated with:
  - worksite visitors and the public
- performing emergency shutdown and stopping of equipment
- undertaking basic servicing tasks
- reading and interpreting:
  - gauges
  - safety data sheets (SDS)/material safety data sheets (MSDS)
- selecting and using appropriate processes, tools and equipment
- servicing and maintaining propulsion machinery and auxiliary equipment to manufacturer specifications.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- bleeding fuel systems
- basic servicing tasks, including:
  - battery maintenance
  - checking shaft glands, strainers, cooling system, fuel levels and fuel systems
  - greasing

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  - visually checking for oil leaks
  - visually checking, identifying and reporting obvious equipment faults
- care of extra low voltage electrical systems on a vessel, including precautions necessary when charging batteries
- emergency procedures, including emergency shutdown and stopping of equipment
- environmental impacts and minimisation measures associated with servicing and maintaining propulsion machinery and auxiliary equipment
- identifying faulty items or components and appropriate actions required to rectify faults
- job safety analyses (JSAs) and safe work method statements
- manufacturer specifications for servicing and maintaining propulsion machinery and auxiliary equipment
- operating principles and operating methods for propulsion machinery and auxiliary equipment
- potential risks and hazards associated with servicing and maintaining propulsion machinery and auxiliary equipment
- processes of maintaining propulsion machinery and auxiliary equipment
- relevant WHS/OHS and PPE requirements
- routine checks required when servicing and maintaining propelling machinery, auxiliary equipment and other mechanical equipment.
- safe and environmentally responsible work practices in servicing and maintenance activities
- process for servicing and maintaining propulsion machinery and auxiliary equipment to manufacturer specifications, including:
  - ancillary deck equipment
  - bilge systems
  - cooling and lubricating systems
  - fuel systems
  - diesel engines
  - drive train assembly
  - low voltage electrical systems
  - monitoring machinery
  - outboard engines
  - shore power leads and connections
  - steering gear.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- a commercial vessel ≥5.0 m with propulsion power of ≥75 kW, or appropriate engine ashore
- applicable documentation, such as legislation, regulations, codes of practice, safety management system, workplace procedures and operational manuals
- tools, equipment, machinery, materials and relevant PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARC037 Operate inboard and outboard motors

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to operate inboard and outboard motors, and to diagnose basic faults.

This unit applies to people working in the maritime industry in the capacity of:

- coxswain on vessels <12 m in length, with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine, operating in inshore or designated waters or
- coxswain on tenders or auxiliary vessels operating within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 2 NC and a Coxswain Grade 1 NC, as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

Competency Field

C – Equipment Operations

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate inboard and outboard motors	**1.1** Pre-start checks are performed on the motor
	1.2 Fuel is checked to ensure there is adequate fuel, including a reserve, on board
	1.3 Motor is started and stopped safely and correctly
	1.4 Motor controls are used to manoeuvre the vessel safely to complete work tasks
	1.5 Motor is operated within safe limits during normal manoeuvres
2 Secure vessel on completion of work task	**2.1** Vessel is moored safely
	2.2 Fuel system is closed down
	2.3 Vessel is secured
	2.4 Fuel is stored to minimise environmental and fire hazards as appropriate
	2.5 Unserviceable equipment is reported and tagged out as unserviceable
3 Maintain inboard and outboard motors	**3.1** Fuel filters are drained of excess water
	3.2 Batteries and connections are maintained to ensure reliable electrical supply to the motor
	3.3 Engine and gearbox oil is checked and lubrication is applied
	3.4 Engine mounting gear is checked as necessary

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4 Identify basic inboard and outboard motor faults	**4.1**	Operating difficulties caused by fuel-related factors are identified
	4.2	Electrical faults are identified, tagged out and reported
	4.3	Motor propulsion faults are identified, tagged out and reported

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARC005 Operate inboard and outboard motors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARC037 Operate inboard and outboard motors

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying work health and safety (WHS)/occupational health and safety (OHS) requirements and work practices
- conducting pre-start checks, including checking:
  - fuel
  - lubricating oil
  - cooling system
  - motor attachment points
  - water depth
- conducting shutdown checks on inboard and outboard motors, and tagging out and reporting faults
- estimating fuel consumption
- reading and interpreting company standard operating procedures (SOPs) about operating inboard and outboard engines
- storing inboard or outboard motors
- using inboard and outboard motor steering system.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- battery connection and hazards
- International Convention for the Prevention of Pollution from Ships (MARPOL) requirements as it applies to operating inboard and outboard motors
- motor:
  - cooling systems
  - fuel systems
  - lubricating systems
- risks associated with portable fuel tanks

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- standard procedures to tag out and report faults
- starting motors
- troubleshooting techniques
- WHS/OHS requirements and work practices.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, safety management system, workplace procedures and operational manuals
- a vessel ≥5.0 metres in length with propulsion power of ≥75 kW, or appropriate engine ashore
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARC038 Operate main propulsion unit and auxiliary systems

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to safely operate the main propulsion unit and auxiliary systems on a vessel <12 m in length.

This unit applies to people working in the maritime industry in the capacity of:

- coxswain on vessels <12 m in length, with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine, operating in inshore or designated waters or
- coxswain on tenders or auxiliary vessels <12 m in length operating within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under the Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate as master, engineer or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

Competency Field

C – Equipment Operations

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare propulsion unit and auxiliary system for use	**1.1** Appropriate personal protective clothing and equipment is selected, used, maintained and stored according to work health and safety (WHS)/occupational health and safety (OHS) requirements
	1.2 Routine pre-operational checks are carried out on equipment according to manufacturer specifications and workplace requirements
	1.3 Deviations from the norm are promptly identified and rectified
	1.4 Adjustments are made to achieve a safe and efficient operation
	1.5 Inability to start up equipment is reported promptly and accurately to appropriate personnel
2 Operate propulsion unit and auxiliary system	**2.1** Equipment is operated in a safe and controlled manner
	2.2 Performance and efficiency of equipment is monitored according to manufacturer instructions
	2.3 Equipment is maintained within defined operating limits when running, to achieve optimum safety and efficiency
	2.4 Environmental implications associated with operating equipment are identified and controlled
	2.5 Deviations from normal operations are promptly identified
	2.6 Action is taken to rectify irregularities to maintain optimum safety and efficiency
3 Check and complete propulsion unit and	**3.1** Equipment shutdown procedures are carried out according to manufacturer specifications and workplace

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auxiliary system operation	procedures	
	3.2	Equipment operational records are maintained according to workplace procedures
	3.3	Equipment damage, malfunctions or irregular performance are recorded and reported according to workplace procedures
	3.4	Equipment is cleaned according to manufacturer specifications and workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARC006 Operate main propulsion unit and auxiliary systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARC038 Operate main propulsion unit and auxiliary systems

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying work health and safety (WHS)/occupational health and safety (OHS) requirements and work practices
- carrying out pre-operational checks, including:
  - checking fuel system
  - checking leads, lines and connections
  - checking oils and lubricants
  - inspecting safety guards
- implementing safe and environmentally responsible work practices
- maintaining engine work load within specifications
- measuring and calculating volumes, consumption and servicing requirements
- monitoring noise levels for correct operation
- operating propulsion machinery and ancillary equipment
- recordkeeping
- using appropriate personal protective clothing and equipment (PPE).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic operating principles of two and four-stroke engines
- environmental impacts and minimisation measures associated with operating propulsion machinery and auxiliary equipment
- environmental responsibilities
- factors associated with the safe operation of propulsion and auxiliary equipment
- hazards of refrigerant gases
- identification of components
- manufacturer specifications for operating propulsion machinery and auxiliary equipment
- operating principles and operating methods for propulsion machinery and auxiliary

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equipment
- potential hazards and risks associated with operating propulsion machinery and auxiliary equipment
- potential hazards and risks involved with types of fuels, for example, petrol, diesel and liquefied petroleum gas (LPG)
- preparing for the use of propulsion machinery, auxiliary equipment and other mechanical equipment
- propulsion machinery and ancillary equipment, including:
  - ancillary equipment
  - bilge systems
  - cooling, lubricating and fuel systems
  - diesel engines
  - drive train assembly
  - low voltage electrical systems
  - machinery monitoring equipment
  - outboard engines
  - shore power leads and connections
  - steering gear
- routine checks required with the operation of propulsion machinery, auxiliary equipment and other mechanical equipment
- shore power connections and associated hazards
- use of low voltage electrical systems
- what to do in the case of malfunctions and emergencies with propulsion machinery, auxiliary equipment and other mechanical equipment
- WHS/OHS requirements and work practices.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- a commercial vessel ≥5.0 m in length with propulsion power of ≥75 kW, or appropriate engine ashore
- applicable documentation, such as legislation, regulations, codes of practice, safety

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management system, workplace procedures and operational manuals
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) that are currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARC043 Transmit and receive information by marine radio

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to:

- transmit and receive information by marine radio, including using marine very high frequency (VHF) and high frequency (HF) radio according to regulations
- carry out user maintenance and fault-finding procedures on radio equipment and power supplies
- operate emergency position indicating radio beacons (EPIRBs), search and rescue radar transponders (SARTs), automatic identification system search and rescue transmitters (AIS-SARTs), AIS man overboard (AIS-MOB) devices and digital selective calling MOB (DSC-MOB) devices.

This unit applies to people working in the maritime industry in the capacity of:

- master on commercial vessels <80 m in length within the exclusive economic zone (EEZ) or
- chief mate or deck watchkeeper on a vessel <80 m in length within the EEZ.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. The Radiocommunications Act 1992 (the Radcomm Act), through the Radiocommunications Licence Conditions (Maritime Ship Licence) Determination 2015 requires that operators of VHF maritime ship stations are appropriately qualified to operate the stations. This means that operators are required to hold a relevant Australian maritime radio operator's certificate of proficiency or an equivalent overseas qualification.

The Australian Maritime College (AMC) acts as the Australian Communications and Media Authority (ACMA) delegate in providing marine radio certificate services under the Radcomm Act, including the issue of Long Range Radio Operator’s Certificates of Proficiency (LROCPs). Operators who have attained a Statement of Attainment from a Registered Training Organisation (RTO) for this unit can apply to the AMC for the issue of a LROCP without the need to sit a further examination. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as defined in the National Standard for Commercial Vessels (NSCV) Part D.

Pre-requisite Unit

Not Applicable

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Competency Field

C – Equipment Operations

Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate VHF and HF radio equipment to transmit and receive messages	**1.1** Appropriate VHF and HF radio equipment is selected for operation within limits of specifications
	1.2 Radio equipment is operated to transmit and receive various types of signal according to manufacturer instructions, established radio operation procedures and regulatory requirements
	1.3 Regulations and procedures applicable to vessel stations equipped with radio voice communications (radiotelephony) and digital selective calling (DSC) facilities are applied during radio communication
	1.4 Work health and safety (WHS)/occupational health and safety (OHS) procedures and hazard control strategies are applied when operating radio equipment according to vessel safety management system
	1.5 Radio communication problems are documented and promptly reported according to organisational procedures
2 Maintain and fault-find radio equipment	**2.1** Routine maintenance checks are carried out on radio voice communications (radiotelephony) equipment according to manufacturer instructions and specifications, and organisational procedures
	2.2 Out-of-specification performance and faults in radio equipment are correctly identified and investigated using prescribed fault-finding techniques according to

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			established user maintenance procedures and manufacturer instructions
3	**Access search and rescue radio facilities**	**3.1**	Request is made to the appropriate organisation for the provision of the required search and rescue services
		3.2	Information required by the Modernised Australian Ship Tracking and Reporting System (MASTREP) is supplied and received in the required format
4	**Deploy and operate an EPIRB, SART and AIS-SART**	**4.1**	Routine checks are carried out on EPIRBs, SARTs and AIS-SARTs to confirm their operational capability according to manufacturer instructions and specifications
		4.2	Appropriate action is taken to rectify or replace EPIRBs, SARTs or AIS-SARTS that are found to be malfunctioning or are inoperable according to manufacturer instructions and organisational procedures
		4.3	EPIRBs, SARTs and AIS-SARTs are deployed as required according to manufacturer instructions and established search and rescue procedures
5	**Operate a MOB device as a locating device in an emergency**	**5.1**	Routine checks are carried out on AIS-MOB and DSC-MOB devices to confirm their operational capability according to manufacturer instructions and specifications
		5.2	AIS-MOB and DSC-MOB devices are operated according to manufacturer instructions and regulatory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARC020 Transmit and receive information by marine

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radio.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARC043 Transmit and receive information by marine radio

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying work health and safety (WHS)/occupational health and safety (OHS) procedures and precautions when using and checking radio equipment
- simulating radio voice communications (radiotelephony) accurately and consistently in both normal and emergency situations using very high frequency (VHF) and high frequency (HF) radio equipment in compliance with the relevant sections of radio regulations, including:
  - distress, urgency and safety communications
  - medical service
  - navigational
- communicating effectively with others during radio communication
- conducting operational checks on radio equipment
- identifying and evaluating radio communication problems and determining appropriate courses of action
- maintaining records of radio communication
- operating radio equipment according to manufacturer instructions
- operating VHF and HF radio equipment to transmit and receive messages, including:
  - operating normal vessel-to-vessel service (ship-to-ship)/normal vessel-to-shore service (ship-to-shore)
- performing operational checks on emergency position indicating radio beacons (EPIRBs), search and rescue radar transponders (SARTs), automatic identification system search and rescue transmitters (AIS-SARTs), AIS man overboard (AIS-MOB) devices and digital selective calling MOB (DSC-MOB) devices.
- reading and interpreting marine radio regulations, rules and instructions
- recognising typical faults and problems with radio equipment and taking appropriate action
- simulating the operation of AIS-MOB devices and DSC-MOB devices
- using the phonetic alphabet.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian marine search and rescue system
- available radio services, including:
  - Modernised Australian Ship Tracking and Reporting System (MASTREP)
  - medical advice services
  - public correspondence
  - scheduled broadcasts (skeds)
  - search and rescue
- different types of marine radio equipment, their features, applications, operating characteristics, limitations and operating procedures
- EPIRB frequencies
- hazards associated with radio transmission, the repair and maintenance of radio equipment, and related hazard control measures
- marine VHF repeater stations
- methods of communicating vessel position
- operational checks of radio equipment
- principles and procedures for marine radio communication
- procedures for:
  - deploying and operating EPIRBs and SARTs
  - keeping radio communication records
  - transmitting and decoding the phonetic alphabet, excluding the figure code
- purpose of, and procedures for monitoring, calling and working frequencies
- radio calling, replying and relaying procedures
- radio communication log
- radio equipment manufacturer specifications and instructions
- relevant organisations, and their services, including:
  - coast stations
  - limited coast stations
  - Maritime Communication Stations
  - state or territory police forces
- relevant sections of maritime regulations related to radio operation, including:
- radio regulations adopted by the World Radio Communication Conference (as amended), including Chapters VII and IX
- typical radio communication problems and appropriate action and solutions
- typical radio equipment faults, defects and related fault-finding techniques and remedial procedures
- WHS/OHS regulations appropriate to the operation and maintenance of radio equipment.

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Assessment Conditions

Assessors of this unit must hold as a minimum:

- a Long Range Radio Operator's Certificate of Proficiency (LROCP) or equivalent, issued under the Radio communications Act 1992, with a minimum 12 months relevant experience.

Assessors must also satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) shall be undertaken in accordance with its instructions, ensuring the assessment covers a range of the items identified in the Performance Evidence.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under *Marine Safety (Domestic Commercial Vessel) National Law Act 2012* at the same level as the qualification being assessed with at least 12 months' relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the *Navigation Act 2012*.

Resources for assessment must include access to:

- documentation, such as legislation, regulations, codes of practice, safety management system (SMS), workplace procedures, guidelines and operational manuals relating to the use of radio communication equipment, including:
  - Marine Radio Operators Handbook
  - Radiocommunications Act (1992)
  - radio regulations adopted by the World Radiocommunication Conference (as amended)
- tools, equipment, materials and relevant personal protective equipment (PPE) currently used in industry, including:
  - AIS-MOB devices
  - AIS-SARTs
  - DSC-MOB devices
  - EPIRBs
  - medium frequency (MF) or HF radio transceiver with DSC capabilities
  - SARTs
  - VHF radio transceiver with DSC capabilities.

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Links

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MARC044 Transmit and receive information by marine VHF radio

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to:

- transmit and receive information by marine very high frequency **(**VHF**)** radio according to regulations
- carry out user-maintenance and fault-finding procedures on radio equipment and power supplies
- operate emergency position indicating radio beacons (EPIRBs), search and rescue radar transponders (SARTs), automatic identification system search and rescue transmitters (AIS-SARTs), AIS man overboard (AIS-MOB) device, and digital selective calling MOB (DSC-MOB) device.

This unit applies to people working in the maritime industry in the capacity of:

- coxswain on vessels <12 m in length with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine operating in inshore or designated waters or
- coxswain on tenders or auxiliary vessels <12 m in length operating within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

This unit covers VHF radio equipment only; *MARC020 Transmit and receive information by marine radio or telephone* should be selected where competency in both VHF and high frequency (HF) radio is required.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. The *Radiocommunications Act 1992* (the *Radcomm Act*), through the Radiocommunications Licence Conditions (Maritime Ship Licence) Determination 2015, requires that operators of VHF maritime ship stations are appropriately qualified to operate the stations. This means that operators are required to hold a relevant Australian Maritime Radio Operator's Certificate of Proficiency or an equivalent overseas qualification.

The Australian Maritime College (AMC) acts as the Australian Communications and Media Authority (ACMA) delegate in providing marine radio certificate services under the *Radcomm Act*, including the issue of Short Range Radio Operator’s Certificates of Proficiency (SROCP). Operators who have attained a Statement of Attainment from a Registered Training Organisation (RTO) for this unit of competency can apply to the AMC for the issue of a SROCP without the need to sit a further examination. This unit of competency is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 1 Near Coastal

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(NC), as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification.

Pre-requisite Unit

Not Applicable

Competency Field

C – Equipment Operations

Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Operate VHF radio equipment to transmit and receive messages	**1.1**	VHF radio equipment is selected for operation within limits of specifications
	1.2	VHF radio equipment is operated to transmit and receive various types of signal according to manufacturer instructions, established radio operation procedures and regulatory requirements
	1.3	Regulations and procedures applicable to vessel stations equipped with VHF radio and DSC facilities are applied during radio communication
	1.4	Work health and safety (WHS)/occupational health and safety (OHS) procedures and hazard control strategies are applied when operating VHF radio equipment according to vessel safety management system
	1.5	Radio communication problems are documented and promptly reported according to established procedures
2 Maintain and fault-find VHF radio equipment	**2.1**	Routine maintenance checks are carried out on VHF radio equipment according to manufacturer instructions

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		and specifications, and company procedures
	2.2	Out-of-specification performance and faults in VHF radio equipment are correctly identified and investigated using prescribed fault-finding techniques according to established user maintenance procedures and manufacturer instructions
3 Access search and rescue VHF radio facilities	**3.1**	Request is made to the appropriate organisation for the provision of the required search and rescue services
	3.2	Information required by the Modernised Australian Ship Tracking and Reporting (MASTREP) system is supplied and received in the required format
4 Deploy and operate an EPIRB, SART and AIS-SART	**4.1**	Routine checks are carried out on EPIRBs, SARTs and AIS-SARTs to confirm their operational capability according to manufacturer instructions and specifications
	4.2	Appropriate action is taken to rectify or replace EPIRBs, SARTs or AIS-SARTs that are found to be malfunctioning or are inoperable according to manufacturer instructions and company procedures
	4.3	EPIRBs, SARTs and AIS-SARTs are deployed according to manufacturer instructions and established search and rescue procedures
5 Operate a MOB device as a locating device in an emergency	**5.1**	Routine checks are carried out on AIS-MOB and DSC-MOB devices to confirm their operational capability according to manufacturer instructions and specifications
	5.2	AIS-MOB and DSC-MOB devices are operated according to manufacturer instructions and regulatory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Unit Mapping Information

This unit replaces and is equivalent to MARC021 Transmit and receive information by marine VHF radio.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARC044 Transmit and receive information by marine VHF radio

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing search and rescue radio facilities
- adapting to changes in equipment and procedures in the workplace
- applying work health and safety (WHS)/occupational health and safety (OHS) procedures and precautions when using and checking very high frequency (VHF) radio equipment
- carrying out radio communication accurately and consistently in both normal and emergency situations using shipboard VHF radio equipment and using emergency position indicating radio beacons (EPIRBs), search and rescue radar transponders (SARTs), in compliance with the relevant sections of the Radio Regulations adopted by the World Radio Communication Conference (as amended) and maritime regulations, including:
  - distress, urgency and safety communications
  - medical service
  - navigational
  - normal vessel-to-vessel service (ship to ship)
  - normal vessel-to-shore service (ship to shore)
- communicating effectively with others during VHF radio communication
- conducting operational checks on VHF radio equipment
- deploying and operating an EPIRB and a SART
- maintaining and fault-finding radio equipment
- maintaining records of radio communication
- operating VHF radio equipment to transmit and receive messages in accordance with manufacturer instructions
- operating automatic identification system man overboard (AIS-MOB) devices and digital selective calling MOB (DSC-MOB) devices
- performing operational checks on EPIRBs, SARTs, AIS-SARTs, AIS-MOB devices and DSC-MOB devices
- recognising typical faults and problems with VHF radio equipment and taking appropriate action
- reading and interpreting marine VHF radio regulations, rules and instructions
- using the phonetic alphabet.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions and include knowledge of:

- Australian marine search and rescue system
- available radio services, including:
  - Modernised Australian Ship Tracking and Reporting (MASTREP)
  - medical advice services
  - public correspondence
  - scheduled broadcasts (skeds)
  - search and rescue
- different types of marine VHF radio equipment, their features, applications, operating characteristics, limitations and operating procedures
- EPIRBs
- guidelines relating to the use of VHF radio communication equipment
- hazards associated with VHF radio transmission, and the repair and maintenance of VHF radio equipment, and related hazard control measures
- limitations on the performance of different types of marine VHF radio equipment
- marine VHF repeater stations
- methods of communicating vessel position
- operational checks, including:
  - checking VHF radio performance
  - measuring capacity of batteries and the specific gravity of the electrolyte
  - measuring on and off load voltage
  - testing fuses
- principles and procedures for marine VHF radio communication
- procedures for:
  - deploying and operating EPIRBs, SARTs and AIS-SARTs
  - keeping records of VHF radio communication
  - transmitting and decoding of the phonetic alphabet, excluding the figure code
- purpose of, and procedures for, the monitoring of calling and working frequencies
- relevant organisations and their services, including:
  - coast stations
  - company bases
  - fishing organisations and cooperatives
  - limited coast stations
  - private shore stations
  - state or territory police forces
- sections of relevant regulations related to marine VHF radio communication

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- VHF radio calling, replying and relaying procedures
- VHF radio equipment faults and defects and related fault-finding techniques and remedial procedures
- VHF radio communication problems and appropriate action and solutions
- WHS/OHS regulations appropriate to the operation and maintenance of VHF radio equipment.

Assessment Conditions

Assessors of this unit must hold as a minimum:

- a Short Range Radio Operator's Certificate of Proficiency (SROCP) issued under the *Radiocommunications Act 1992* (the *Radcomm Act*), with a minimum 12 months relevant experience.

Assessors must also satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- documentation, such as legislation, regulations, codes of practice, safety management system, workplace procedures and operational manuals, including:
  - Marine VHF Radio Operators Handbook
  - *Radiocommunications Act 1992* (the *Radcomm Act*)
  - Radio Regulations adopted by the World Radiocommunication Conference (as amended)
- tools, equipment, materials and relevant personal protective equipment (PPE) currently used in industry, including:
  - VHF radio transceiver
  - DSC equipment
  - aerials
  - batteries
  - electrical and radio cable connections
  - electrical fuses
  - EPIRBs
  - SARTs
  - AIS-SARTs
  - AIS-MOB devices

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- DSC-MOB devices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARF027 Apply basic survival skills in the event of vessel abandonment

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to apply basic survival skills in the event of vessel abandonment. This unit applies to people working in the maritime industry in a deck and or engine room capacity on vessels up to 80 m and with propulsion power <3000 kW within the exclusive economic zone (EEZ). They could be working independently or as part of a vessel crew.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a General Purpose Hand NC, Coxswain Grade 2 NC, Coxswain Grade 1 NC, Marine Engine Driver Grade 3 NC, Master (Inland waters), Master <24 m NC, Marine Engine Driver Grade 2 NC, Mate <80m NC, Master < 35 m NC and Marine Engine Driver Grade 1 NC, as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012 or relevant skills and experience.

Pre-requisite Unit

Not Applicable

Competency Field

F – Operational Quality and Safety

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Prepare to abandon vessel	**1.1**	Nature of emergency is determined to minimise potential dangers and threats
	1.2	Muster and abandon vessel signals are responded to according to vessel safety procedures
	1.3	Survival equipment is organised to maximise chances of survival
	1.4	Emergency position indicating radio beacon (EPIRB) is operated to transmit distress signal
	1.5	Distress calls are made using radio equipment on distress call frequency, if time allows, to communicate the nature of the emergency
	1.6	Others are assisted to maximise their chances of survival
2 Determine operational safety requirements	**2.1**	Relevant maritime legislation is identified and implemented
	2.2	Safety requirements for a range of near coastal vessels are identified, accessed and reviewed
	2.3	Lifesaving and survival equipment required on board a near coastal vessel are accurately identified
	2.4	Lifesaving equipment on board is checked and confirmed as serviceable
	2.5	Lifesaving and survival equipment certificates and documentation are checked for validity
	2.6	Vessel safety management systems (SMS) and plans are located, interpreted and applied
3 Practise survival techniques	**3.1**	Typical emergency alarms and types of alarm systems are accurately identified

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	3.2	Need to abandon vessel is determined according to established safety practice and procedures
	3.3	In-water survival techniques are implemented according to established safety practice and procedures
	3.4	Threats to survival are identified and treatment options are outlined
4 Apply survival techniques	**4.1**	Lookout for vessels and aircraft is maintained and distress signals are released on sighting
	4.2	During an emergency, work is carried out collaboratively with other shipboard personnel and passengers as required
	4.3	During emergency and survival situations, appropriate communication skills and techniques are implemented
	4.4	Instructions given by rescue personnel to safely access rescue craft are followed
5 Operate lifesaving and survival equipment	**5.1**	Range of pyrotechnic and distress signals are operated according to established safety practice and procedures
	5.2	Survival equipment is operated according to instructions and accepted survival practice
	5.3	Survival radio equipment is operated according to manufacturer instructions and regulatory protocols
	5.4	Lifejackets and other lifesaving equipment are operated and used according to instructions
6 Participate in abandon vessel drills	**6.1**	Regulatory requirements and company procedures for musters and drills are identified and implemented
	6.2	Actions required for a range of muster signals are correctly identified
	6.3	Action is taken promptly to address problems that may arise when following vessel abandonment procedures
	6.4	Hazards are identified that may occur when abandoning vessel risks are minimised according to SMS, and established safety practice and procedures
	6.5	Information relevant to use of lifesaving equipment is accessed and applied

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6.6 Range of emergencies that may lead to vessel abandonment are outlined

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARF001 Apply basic survival skills in the event of vessel abandonment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARF027 Apply basic survival skills in the event of vessel abandonment

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- collecting, managing and interpreting information on the use of lifesaving equipment and procedures to be followed when order to abandon vessel is given
- communicating effectively with other personnel and passengers during simulated and/or actual abandon vessel musters and emergencies
- determining type and extent of emergency and appropriate survival action to be taken
- donning a lifejacket in water and:
  - assisting a survivor to don a lifejacket
  - holding heat escape lessening posture for at least 5 minutes
  - maintaining a group huddle for at least 10 minutes
  - swimming in a group conga line for a minimum of 50 metres
  - swimming in a lifejacket for a minimum of 50 metres
  - towing with a life jacket for a minimum of 25 metres
- ensuring behaviour reflects statutory requirements pertaining to lifesaving appliances
- operating radio equipment, including very high frequency (VHF) or high frequency (HF) radios
- operating and using lifesaving and survival equipment, including:
  - orange smoke flares or red handheld flares
  - life buoys
  - life jacket or personal floatation devices
- planning timing and sequence of individual survival actions to be appropriate to prevailing circumstances and conditions of emergency, and minimising potential dangers and threats to other survivors
- reading and interpreting instructions on emergency procedures, safety management systems (SMS) and plans
- recognising and interpreting alarms and muster signals appropriately
- remaining afloat without a lifejacket for at least 5 minutes.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- appropriate techniques for:
  - first aid
  - maritime communication
  - survival with a swamped, semi-submerged tender or dingy
  - using survival equipment
- action to be taken in an emergency situation
- certificates and documentation, including:
  - instructions for use of lifesaving equipment
  - lifesaving and survival equipment certificates
  - pyrotechnic expiry dates
  - record of inspection of equipment
- crew and passenger safety briefing
- construction, outfit and particular characteristics of various types of applicable survival equipment
- distress signals, their use and penalty for misuse
- emergency muster and abandon vessel signals
- emergencies that may lead to vessel abandonment
- established safety practice and procedures
- hazards, including:
  - expired pyrotechnics
  - inaccessible lifejackets
  - no defined abandon ship procedures established
  - poorly maintained equipment
- importance of being ready for any shipboard emergency, including initial actions for survival on vessel; abandonment
- location of:
  - lifesaving appliances on a vessel
  - survival equipment on vessel
- maintenance of lifesaving appliances
- person overboard combination light and smoke float
- purpose and use of relevant personal protective equipment (PPE)
- procedures for:
  - abandoning vessel
  - correctly operating and using lifesaving appliances on board vessels and survival craft, specifically donning a lifejacket, using a lifejacket light and whistle and using handheld pyrotechnics
  - emergency response on board vessels, including abandoning vessel

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- regulatory requirements and company procedures for musters and drills
- relevant manufacturer guidelines relating to operating and using survival equipment, including instructions on equipment capability and limitations
- relevant maritime regulations related to required survival equipment on a vessel
- relevant work health and safety (WHS)/occupational health and safety (OHS) legislation and policies, including SMS, plans, processes and techniques
- signs of hypothermia and appropriate treatment
- search and rescue transponders (SARTs)
- standard safety symbols
- steps taken after collision, grounding or other marine casualty and resulting hull damage
- symptoms of hypothermia, its prevention and treatment and related use of protective covers and garments
- threats to survival after abandoning vessel, including dehydration and ingestion of seawater and:
  - appropriate strategies for countering these threats
  - how to minimise dangers
- using survival equipment, including:
  - emergency position indicating radio beacons (EPIRBs)
  - immersion suits
  - SARTs
- value of training and emergency drills for enhancing chances of survival at sea
- ways of maximising detectability using pyrotechnic distress signals, portable high frequency (HF) radios and EPIRBs.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, safety management systems, workplace procedures and operational manuals, including:
  - abandon vessel procedures
  - emergency procedures

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  - information on the use of lifesaving equipment
  - instructions for the use of lifesaving and survival equipment
  - lifesaving and survival equipment certificates
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARF028 Follow procedures to minimise and fight fires on board a vessel

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to apply defined policies and procedures when carrying out fire minimisation procedures and fighting a fire on board a vessel. This unit applies to people working in the maritime industry in a deck and or engine room capacity on vessels up to 80 m and with propulsion power <3000 kW within the exclusive economic zone (EEZ). They could be working independently or as part of a vessel crew.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a General Purpose Hand NC, Coxswain Grade 2 NC, Coxswain Grade 1 NC, Marine Engine Driver Grade 3 NC, Master (Inland waters), Master <24 m NC, Marine Engine Driver Grade 2 NC, Mate <80 m NC, Master <35 m NC and Marine Engine Driver Grade 1 NC, as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012 or relevant skills and experience.

Pre-requisite Unit

Not Applicable

Competency Field

F – Operational Quality and Safety

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Carry out fire minimisation procedures	**1.1** Fire hazards and risks on board vessel are identified and reported to designated personnel according to workplace procedures
	1.2 Workplace procedures and work instructions for controlling fire risks are followed
	1.3 Firefighting equipment is regularly checked and appropriate action is taken to ensure it is operational
	1.4 Participation in fire drills and musters is undertaken to ensure readiness for fire emergencies
2 Follow instructions during response to a fire emergency	**2.1** Location and class of fire are identified and alarm is raised and or responded to according to workplace procedures
	2.2 Appropriate personal protective equipment (PPE) requirements are made ready
	2.3 Instructions to contain the spread of fire and smoke are acted upon
	2.4 Fire is attacked using appropriate method, firefighting equipment and extinguishing media or agent according to instructions
	2.5 Collaboration and communication is maintained with others to support the safety and efficiency of the firefighting operation
3 Support post-fire operations	**3.1** Fire watch is carried out as instructed to prevent further outbreak
	3.2 Equipment is restored to operational condition according to workplace instructions
	3.3 Assistance is provided to preserve fire scene prior to

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investigation, as required

3.4 Information relevant for fire incident debrief is provided

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARF002 Follow procedures to minimise and fight fires on board a vessel.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARF028 Follow procedures to minimise and fight fires on board a vessel

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying extinguishing media to a fire, including:
  - water
  - dry chemical powder
- applying work health and safety (WHS)/occupational health and safety (OHS) requirements and work practices
- communicating and working collaboratively as a member of a team in a firefighting operation
- correctly using vessel closure and shutdown systems
- conducting effective boundary cooling
- identifying fire hazards and risks
- using fire hose lines (jet spray to fog stream)
- using a fire blanket to extinguish a fire.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- chemistry of fire and its relationship to flash point, vapour density, auto ignition temperature and spontaneous combustion
- classes of fire applicable to Australian and New Zealand Standards, including:
  - A – Carbonaceous solids
  - B – Flammable liquids
  - C – Flammable gases
  - E – Electrically energised equipment
  - F – Cooking fats or oils
- detection and suppression systems, including fixed firefighting systems
- extinguishing media, and their use, including:

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  - extinguishing powders
  - firefighting foams
  - gaseous extinguishing agents
  - water
- fire alarms and signals during on-board fire emergency
- firefighting tactics, techniques and procedures, including team dynamics
- fire hazards and risks, including:
  - cargo
  - clothing
  - cooking oils
  - cordage
  - electrical arcing
  - fuels and lubricants
  - furnishings
  - paints
  - poor housekeeping
  - poor work practices
  - smoking
  - spontaneous combustion
- hazards and threats to life or health during on-board firefighting operations
- international shore connections
- methods of heat transfer
- on-board fire emergency response organisation and procedures
- portable fire extinguishers – colour codes and suitability for class of fire
- principles underlying spread of fire on a vessel
- principles and methods of extinguishment of each class of fire
- fire pumps
- procedure for restoring equipment to operational condition, including:
  - cleaning
  - re-stowing
- types of fire detection, firefighting equipment and systems used on vessels, their features, principles of operation, procedures for their use and problems that can occur
- using a fire bucket
- ventilation procedures
- vessel construction as it relates to fire prevention or protection
- WHS/OHS requirements and safe work practices.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a

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minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, workplace procedures and operational manuals
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) that are currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARF029 Meet work health and safety requirements

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to follow defined work health and safety (WHS)/occupational health and safety (OHS) policies and procedures to ensure the safety of self, others on board and the vessel. This unit applies to people working in the maritime industry in a deck and or engine room capacity on vessels up to 80 m and with propulsion power <3000 kW in waters to the outer limits of the exclusive economic zone (EEZ). They could be working independently or as part of a vessel crew.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a General Purpose Hand NC, Coxswain Grade 2 NC, Coxswain Grade 1 NC, Marine Engine Driver Grade 3 NC, Master Inland Waters, Master <24 m NC, Marine Engine Driver Grade 2 NC, Master <35 m NC and Marine Engine Driver Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

Competency Field

F – Operational Quality and Safety

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Recognise safety management system requirements	**1.1** WHS/OHS responsibilities and duties are identified and accountability processes are outlined
	1.2 WHS/OHS policies and procedures are accessed and reviewed, and clarification is sought where necessary
	1.3 Implications of changes to the safety management system (SMS) are identified and addressed
	1.4 Records are accurately completed
2 Work safely	**2.1** Established safety procedures are followed when conducting work
	2.2 Work for which personal protective equipment (PPE) is required is identified
	2.3 PPE is used, maintained and stored according to workplace procedures
	2.4 Safety checks on all equipment and machinery are undertaken before operation according to workplace procedures
	2.5 Hazardous chemicals are identified and handled according to workplace procedures
	2.6 Safe manual handling techniques are used when conducting work
	2.7 Worker or employee responsibilities prescribed in WHS/OHS legislation are recognised and carried out
3 Follow workplace procedures for hazard identification, risk assessment and risk	**3.1** Hazards in the workplace are recognised and reported to designated personnel according to workplace procedures

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	control		
		3.2	Assessment of risks associated with identified hazards is made according to workplace procedures
		3.3	Workplace procedures and work instructions for controlling risks are followed
		3.4	Risks to fellow workers and other people are recognised and action is taken to eliminate or reduce them
4	**Participate effectively in WHS/OHS consultation processes**	**4.1**	WHS/OHS issues are raised with designated personnel according to workplace procedures
		4.2	Contributions are made to workplace meetings, inspections and other WHS/OHS activities
		4.3	Ideas are provided to control the level of risk associated with work tasks
5	**Follow emergency procedures**	**5.1**	Emergency incidents are identified and reported
		5.2	Emergency procedures are followed in responding to emergency incidents
		5.3	Emergency equipment is used in responding to emergency incidents
		5.4	Appropriate personnel are notified according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARF004 Meet work health and safety requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARF029 Meet work health and safety requirements

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing workplace information on work health and safety (WHS)/occupational health and safety (OHS) policies and procedures
- accessing workplace information on safety management systems (SMS)
- applying problem solving skills to investigate and identify causes of WHS/OHS incidents
- applying safe manual handling techniques
- cooperating with employer or supervisor on any action taken to comply with WHS/OHS legislation
- demonstrating safe work practices
- identifying and responding to typical emergency situations
- identifying isolation points for equipment and following workplace procedures for lock out or tag out of equipment as required
- identifying WHS/OHS hazards related to work responsibilities and taking required action to remove or control hazards
- maintaining housekeeping standards in work area
- reporting WHS/OHS information according to workplace procedures
- selecting, fitting and using appropriate personal protective equipment (PPE)
- taking reasonable care for own health and safety
- using consultation processes to consult others on WHS/OHS issues.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- action to be taken in the event of emergencies, including:
  - chemical spills
  - collisions
  - disabled vessel
  - electrocution

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  - falling or being dragged overboard
  - fire
  - grounding
  - hull damage
  - injuries associated with dangerous organisms (such as bites, stings and poisoning)
  - injuries associated with machines, vehicles, vessels and diving
  - loss of rudder
  - lost or fouled propeller
  - rescue activities
  - rough weather and heavy seas
  - vessel capsize
  - water ingress
- application of concepts relating to hazard identification, risk assessment and control options
- communication systems and consultation arrangements
- designated personnel and their role, including:
  - master of the vessel
  - supervisors, managers and team leaders
  - workplace WHS/OHS personnel
  - other persons authorised or nominated by the workplace to perform, approve, inspect or direct specified work
- difference between hazards (source of potential harm) and risks (chance of something occurring that will result in injury or damage)
- disposition of persons on board to ensure satisfactory stability and trim
- emergency and evacuation procedures
- emergency incidents, including:
  - general safety duties relating to domestic vessels under the Marine Safety (Domestic Commercial Vessel) National Law Act 2012
- hazardous chemicals, including:
  - battery acid
  - cleaning fluids
  - fuel
  - gas
  - oils and lubricants
  - paint
  - thinners
- identifying confined spaces and procedures and legislative requirements for working in confined spaces
- impact of housekeeping on safety
- location of advice on WHS/OHS issues, including documents such as procedures and safety data sheets (SDS)/material safety data sheets (MSDS)
- obligations and safety duties towards all persons on board domestic commercial vessels

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- procedures and responsibilities for investigating WHS/OHS incidents and assessing risk
- purpose and procedure for collecting and reporting WHS/OHS information
- safe work procedures relating to work responsibilities, including:
  - accident and incident reporting
  - electrical safety
  - emergency procedures
  - health and hygiene
  - isolation
  - manual handling
  - noise and vibration
  - fatigue management
  - permits to work
  - plant and equipment
  - rescue procedures
  - use and storage of hazardous substances
  - SDS/MSDS
  - vessel housekeeping
  - work in rough weather
  - working with the elements
- SMS
- steps to be taken after collision, grounding or other marine casualty and resulting hull damage
- storage requirements for hazardous goods used in work area
- typical hazards related to work responsibilities, including:
  - contact with chemicals and hazardous substances
  - contact with electricity
  - contact with plant and marine life
  - dangerous organisms
  - equipment operation and maintenance
  - exposure to heat, cold and water
  - falls, trips and slips
  - fatigue
  - hitting or being hit by stationary or moving objects
  - immersion in water without a personal flotation device (PFD)
  - ladders
  - manual handling
  - noise
  - poor housekeeping and lack of deck space
  - repetitive movements and awkward postures
  - unventilated holds

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  - weather and water conditions
  - working in confined spaces
  - working with inappropriate clothing
  - working with knives
- use, care and storage of PPE
- use of distress signals and penalty for misuse
- WHS/OHS legislation, regulations, codes of practice and organisational policies and procedures associated with work responsibilities.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, workplace procedures and operational manuals
- a vessel ≥5.0 metres in length
- tools, equipment, machinery, materials and relevant PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARF030 Survive at sea using survival craft

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to survive at sea using survival craft. This unit applies to people working in the maritime industry in a deck and or engine room capacity on vessels up to 80 m and with propulsion power <3000 kW within the exclusive economic zone (EEZ). They could be working independently or as part of a vessel crew.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a General Purpose Hand NC, Coxswain Grade 1 NC, Marine Engine Driver Grade 3 NC, Master <24 m NC, Marine Engine Driver Grade 2 NC, Mate <80 m NC, Master < 35 m NC and Marine Engine Driver Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012 or relevant skills and experience.

Pre-requisite Unit

Not Applicable

Competency Field

F – Operational Quality and Safety

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Prepare to abandon vessel	**1.1**	Nature of emergency is determined to minimise potential dangers and threats
	1.2	Muster and abandon vessel signals are responded to according to vessel safety procedures
	1.3	Survival equipment is organised to maximise chances of survival
	1.4	Emergency position indicating radio beacon (EPIRB) is operated to transmit distress signal
	1.5	Distress calls are made using radio equipment
	1.6	Others are assisted to maximise their chances of survival
	1.7	Prevailing circumstances and emergency conditions are used as the basis for timing and sequencing individual survival actions, and potential dangers and threats to other survivors are minimised
2 Operate lifesaving and survival equipment	**2.1**	Location and accessibility of lifesaving and survival equipment is established
	2.2	Survival craft is launched in a timely and effective manner
	2.3	Survival equipment is operated according to instructions and accepted survival practice
	2.4	Survival radio equipment is operated according to manufacturer instructions and regulatory protocols
	2.5	Lifejacket and other lifesaving equipment are correctly used according to instructions
3 Abandon vessel safely	**3.1**	Need to abandon vessel is established according to safety management system (SMS) or plan

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	3.2	Survival craft is launched according to instructions
	3.3	Survival craft is checked to ensure it is safe to board
	3.4	Survival craft is boarded observing safety of other survivors
	3.5	Survival craft is released from abandoned vessel
	3.6	Exposure cover is deployed on survival craft according to accepted survival practice and manufacturer instructions
4 Apply survival techniques	**4.1**	Survival craft is checked for seaworthiness
	4.2	Sea anchors and drogues are deployed according to accepted nautical practice
	4.3	Occupants are checked for signs of hypothermia or other injuries and first aid is applied as required
	4.4	Water and food is rationed
	4.5	Lookout for vessels and aircraft in vicinity is maintained and distress signals are released on sighting
	4.6	Instructions given by rescue personnel are followed to safely access rescue craft

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARF005 Survive at sea using survival craft.

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Links

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Assessment Requirements for MARF030 Survive at sea using survival craft

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying appropriate handling strategies to manoeuvre survival craft in rough weather and sea conditions
- boarding a life raft unassisted while wearing a lifejacket and assisting others to board
- collecting, managing and interpreting information on the use of lifesaving equipment
- communicating with other crew members
- determining type and extent of emergency
- jumping safely from a height into the water while wearing a lifejacket and according to established survival practice
- operating radio equipment
- participating in training, musters and emergency drills
- reading and interpreting instructions for emergency procedures and for use of lifesaving and survival equipment
- recognising and interpreting muster signals
- righting an inverted life raft unassisted while wearing a lifejacket according to established survival practice
- swimming while wearing a lifejacket and floating without a lifejacket according to established survival practice
- using a rescue quoit to assist a person to the life raft
- using paddles to manoeuvre survival craft
- using survival equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- action to be taken in emergency situations
- calculations required to ration food and water
- technique used to deploy a sea anchor or drogue from the survival craft

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- emergency muster and abandon vessel signals
- equipment found in survival craft, its function and procedures for correct operation
- established survival practice
- first aid techniques
- how to launch survival craft
- importance of being ready for shipboard emergencies
- International Convention for the Safety of Life at Sea (SOLAS) regulations
- location of survival equipment on vessel
- maintenance of lifesaving appliances
- means of activating gas release line to inflate life raft
- procedures for abandoning vessel including use of:
  - inflatable life raft
  - life buoys
  - life jackets
- relevant maritime regulations relating to required survival equipment on a vessel
- relevant work health and safety (WHS)/occupational health and safety (OHS) legislation and policies

  search and rescue transponders (SARTs)
- steps to be taken after collision, grounding or other marine casualty and resulting hull damage
- survival at sea techniques
- survival craft:
  - characteristics of different types of survival craft
  - construction
- techniques for using survival equipment
- time required to make distress calls safely
- threats to survival on vessel abandonment and appropriate strategies for countering these threats
- use and purpose of personal protective equipment (PPE)
- use of distress signals, including flares and penalty for misuse.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe,

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impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, workplace procedures, instructions for use of lifesaving and survival equipment, emergency procedures and operational manuals
- survival craft
- tools, equipment, machinery, materials and relevant PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARH013 Plan and navigate a passage for a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to conduct the passage of a vessel up to 12 metres within the 15nautical mile (nm) limit; it includes using the range of equipment found on a vessel to plan and safely conduct the passage.

This unit applies to people working in the maritime industry commanding, and operating the engines of, a commercial vessel:

- <12 m in length with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine
- in inshore waters or designated waters
- as a tender or auxiliary vessel within 3 nm of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master or deck officer, issued under the Navigation Act 2012

Pre-requisite Unit

Not applicable

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Competency Field

H – Navigation

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan passage	**1.1** Appropriate charts and publications are accessed and checked for currency
	1.2 Destination is identified, and course and waypoints are plotted
	1.3 Estimated time of arrival (ETA) at waypoints and final destination are calculated
	1.4 Safe passage is plotted to comply with all navigational buoys, marks and beacons
	1.5 Navigational hazards are identified to avoid dangers to vessel
	1.6 Weather information is accessed to determine expected weather pattern for intended passage
	1.7 Proposed course is modified as necessary, to meet expected weather conditions
	1.8 Fuel consumption for passage, including a reserve, is calculated
2 Conduct a pre-departure check	**2.1** Propulsion equipment and alarms are tested for serviceability and vessel hull is checked for seaworthiness
	2.2 Navigation equipment and alarms are checked to ensure they are in proper working condition and set for the passage
	2.3 Navigation equipment is checked for errors and

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		allowances are made in planning the passage
	2.4	Fuel is checked to ensure there is adequate fuel on board for intended passage
	2.5	Safety equipment is checked for compliance with legislation
	2.6	Communications equipment is checked to ensure it is in proper working condition
	2.7	Anchoring and mooring equipment is checked to ensure it is adequate and in good condition
	2.8	Vessel and equipment are secured for sea
3 Conduct passage	**3.1**	Local authorities are advised of departure and passage plan
	3.2	Vessel is steered and propulsion equipment is operated in a safe and controlled manner to complete pre-planned course
	3.3	Pilotage techniques and navigational equipment are used to monitor vessel position and maintain vessel in safe waters at all times
	3.4	Errors detected with navigational equipment are corrected to maintain planned passage
	3.5	Navigational buoys, marks and beacons are identified and complied with
	3.6	Situational awareness is maintained to avoid navigational hazards and to comply with regulations for prevention of collision at sea
	3.7	Weather and sea conditions are monitored during passage and correct adjustments are made for changing conditions
4 Complete passage	**4.1**	Local authority is advised of completion of passage
	4.2	Vessel is checked to ensure it is securely moored
	4.3	Propulsion equipment is checked to ensure it is safely shut down and secured
	4.4	Navigational equipment is switched off

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARH001 Plan and navigate a passage for a vessel up to 12 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARH013 Plan and navigate a passage for a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying International Regulations for Preventing Collisions at Sea
- applying weather information during passage planning and explaining expected weather patterns
- conducting a pre-departure check of:
  - anchoring and mooring equipment
  - communications equipment
  - engine controls and alarms
  - fuel
  - navigation equipment and alarms
  - safety equipment
- correctly interpreting weather information received
- establishing relationship between degrees and minutes of latitude, with nautical miles
- explaining impact of tidal variation on charted depths
- identifying and complying with all navigational buoys, marks and beacons
- identifying and responding to relevant proximity alarms
- identifying:
  - courses to steer between turning points
  - navigational hazards
  - times and heights of high and low water from local tide tables
- obtaining weather information applicable to an intended passage
- plotting the position derived from global positioning system (GPS)
- plotting visual bearings on a chart to derive a position
- relating information in forecasts to conditions expected for small vessels
- safely operating distress flares
- steering a pre-planned course.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- action to be taken on receiving adverse weather report and on encountering heavy weather
- basic information contained in a navigation chart
- basic meteorological terms
- basic pilotage techniques
- chart information (symbols and abbreviations)
- coastal features
- cyclonic and storm development
- dangers of reliance on the use of GPS in coastal areas
- electronic aids and their limitations
- local weather patterns including features on a synoptic weather chart
- manoeuvring difficulties of larger vessels
- navigational hazards, including:
  - restricted visibility
  - shallow water
  - traffic
  - unlit beacons
- operational checks of radio equipment
- procedure for developing a passage plan, taking into account:
  - anticipated weather conditions
  - depths of water throughout the passage
  - estimated time of arrival (ETA) at destination
  - fuel consumption
  - navigation markers during the passage
  - navigational hazards
  - tidal information
- safety equipment including:
  - alarms and communication equipment
  - distress flares or pyrotechnics
  - emergency position indicating radio beacon (EPIRB)
  - firefighting equipment
  - lifejackets.
- sources and types of weather reports and warnings
- sourcing and applying chart corrections
- speed, distance and time calculations
- use of a compass and compass errors
- use of local tide tables
- work health and safety (WHS)/occupational health and safety (OHS) requirements.

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Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, workplace procedures and operational manuals, including:
  - electronic or paper charts
  - notice to mariners
  - tide tables
- a commercial vessel ≥5.0 metres in length
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry, including:
  - navigation equipment
  - safety equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARI003 Comply with regulations to ensure safe operation of a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to apply current Commonwealth, state and territory Acts, legislation, codes of practice and other publications pertaining to the safe operation of a vessel up to 12 m in length.

This unit applies to people working in the maritime industry commanding and operating the engines of a commercial vessel:

- <12 m in length
- with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine
- in inshore waters or designated waters or
- as a tender or auxiliary vessel within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 2 NC and a Coxswain Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

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Competency Field

I – Regulations and Port Operations

Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Determine relevant rules and regulations impacting on work practices	**1.1** International Regulations for Preventing Collisions at Sea are comprehended and implemented
	1.2 Responsibilities as the person in charge of a vessel are identified and recorded
	1.3 Relevant Commonwealth, state, territory and local legislation governing the vessel and the passage are comprehended
2 Comply with industry and professional codes of practice	**2.1** Relevant industry and professional codes of practice are sourced
	2.2 Commitment to comply with industry and professional codes of practice is demonstrated through own behaviour
3 Apply legislative and regulatory requirements to the operation of the vessel	**3.1** Regulatory requirements relating to operational aspects of the vessel are recognised and appropriate procedures are developed
	3.2 Situations where rules must be applied in order to avoid collisions are recognised
	3.3 Safety requirements are implemented according to legislative and regulatory requirements
	3.4 Compliance with all relevant rules and legislation is demonstrated while operating the vessel

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4	**Identify changes in laws and regulations and their implications for vessel operation**	**4.1**	Changed legislation and regulations are accessed
		4.2	Changes in regulatory requirements are identified and applied
		4.3	Operational procedures are reviewed to reflect changes in legislation and regulations
5	**Maintain statutory records**	**5.1**	Copies of relevant records are maintained
		5.2	Evidence of current authorisation, training and relevant licences is maintained according to legislative and regulatory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARI001 Comply with regulations to ensure safe operation of a vessel up to 12 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARI003 Comply with regulations to ensure safe operation of a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying regulations pertaining to the safe operation of a vessel
- applying safety management plan
- conducting inductions for crew
- demonstrating an understanding of the duties and responsibilities of a Coxswain
- obtaining and complying with information from Commonwealth, state and territory Acts, legislation, codes of practices and other publications relating to the safe navigation of a vessel.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- action that must be taken when assisting vessels in distress
- certificates on board a vessel
- contents of marine notices, annual notices to mariners
- distress signals
- duties and responsibilities of a Coxswain
- function of risk assessments
- International Association of Lighthouse Authorities (IALA) Buoyage System A
- International Regulations for Preventing Collisions at Sea, including:
  - large commercial traffic
- lifesaving and firefighting appliances
- logbook or vessel record book
- *Marine Safety (Domestic Commercial Vessel) National Law Act 2012*, *Marine Safety (Domestic Commercial Vessel) National Law Regulation 2013* and marine orders
- marine pollution prevention
- National Standard for Commercial Vessels (NSCV), in particular, Part B, Part C Section 7, Part D and Part E

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- operational areas and classifications of vessels
- safety management systems
- state and territory marine legislation
- work health and safety (WHS)/occupational health and safety (OHS) legislation.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation such as legislation, regulations, codes of practice, workplace procedures and operational manuals including:
  - International Regulations for Preventing Collisions at Sea
  - marine orders 500 series
  - *Marine Safety (Domestic Commercial Vessel) National Law Act 2012*
  - *Marine Safety (Domestic Commercial Vessel) National Law Regulation 2013*
  - National Standard for Commercial Vessels (NSCV), in particular, Part B, Part C Section 7, Part D and Part E
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARJ006 Follow environmental work practices

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to identify environmental issues and to apply organisational policies and procedures to minimise environmental threats.

This unit applies to people working in the maritime industry:

- in an engine room capacity on vessels up to 80 metres and with propulsion power <3000 kW within the exclusive economic zone (EEZ) or
- as an integrated rating or chief integrated rating on vessels of any size in any operating area.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 2 NC, Coxswain Grade 1 NC, Marine Engine Driver Grade 3 NC, Marine Engine Driver Grade 2 NC, Marine Engine Driver Grade 1 NC, Integrated Rating and Chief Integrated Rating as defined in the National Standard for Commercial Vessels (NSCV) Part D and the Standards for Training Certification and Watchkeeping (STCW). The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

Competency Field

J – Environment

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Implement environmental work practices	**1.1** Workplace practices and work instructions relating to potential environmental impacts are implemented
	1.2 Relevant legislation, codes of practice and standards that impact on environmental work practices are recognised and followed
	1.3 Environmental protection measures are implemented
	1.4 Containment procedures are applied according to workplace procedures, where appropriate
	1.5 Approved waste management procedures and practices are implemented
	1.6 Signs or symptoms of a potential environmental threat are recognised and reported to appropriate personnel or authorities
2 Contribute to improved environmental work practices	**2.1** Information is gathered and suggestions are made to appropriate personnel for improvements to work practices
	2.2 Environmental issues and their relationship to work practices are discussed with colleagues and appropriate personnel
	2.3 Contributions to the review of environmental work practices and policies are made within limits of own responsibility
3 Maintain environmental records	**3.1** Environmental records are accurately prepared according to workplace procedures
	3.2 Environmental records are stored securely

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARJ001 Follow environmental work practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARJ006 Follow environmental work practices

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying safety and hazard control procedures when disposing of waste and garbage
- applying work health and safety (WHS)/occupational health and safety (OHS) practices, including hazard identification, risk assessment and risk control options
- preparing and keeping clear and concise environmental records
- recognising procedures and following instructions for environmental work practices
- reporting environmental hazards and risks in a timely way.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- environmental and resource hazards and risks associated with the maritime industry
- environmental laws, regulations and standards relevant to work in the maritime industry, including:
  - Commonwealth, state and territory legislation
  - International Convention for the Prevention of Pollution from Ships (MARPOL)
- means of minimising environmental damage, including:
  - increasing the use of renewable, recyclable, re-usable and recoverable resources
- potential environmental threats, including:
  - anchoring
  - noise
  - wash from propellers
- procedures and processes that support environmentally sustainable principles in the workplace, including:
  - avoiding or minimising environmental risks
  - documented policies and procedures, including:
    - emergency procedures

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    - environmental data recording and reporting procedures
    - hazard and incident reporting and recording procedures
    - procedures for stowage of garbage on board
  - environmental hazard and risk identification
  - environmental management system
  - environmental monitoring
  - improving environmental performance
  - signs and labels
  - waste minimisation and segregation
  - work plans
- procedures for reporting environmental hazards and risks
- procedures for use and stowage of hazardous chemicals on board
- requirements for waste management and control systems under the MARPOL Convention
- types and application of waste compactors and crushers suitable for use on board a vessel
- use of oil spill equipment and its limitations
- WHS/OHS practices, including hazard identification, risk assessment and risk control options.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation such as legislation, regulations, codes of practice, workplace procedures and operational manuals, including:
  - Commonwealth, state and territory legislation
  - local government by-laws and regulations
  - MARPOL
  - third-party standards, such as the ISO 14000 Environmental management series and those of the Marine Stewardship Council
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARK007 Handle a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to manoeuvre a vessel up to 12 metres in length. This includes the ability to berth, moor, anchor and manoeuvre a vessel during emergencies.

This unit applies to people working in the maritime industry in the capacity of:

- coxswain on vessels <12 m in length, with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine, operating in inshore or designated waters or
- coxswain on tenders or auxiliary vessels operating within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 2 NC and Coxswain Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

Competency Field

K – Manoeuvring Vessels

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Handle vessel in normal conditions	**1.1**	Features of vessel that relate to its handling characteristics are recognised
	1.2	Details of manoeuvres are communicated to relevant personnel clearly and concisely using standard maritime vocabulary
	1.3	Situational awareness is maintained to ensure safety of manoeuvres
	1.4	Manoeuvres are completed to meet passage requirements
	1.5	Propulsion equipment is used and monitored to assist in completing manoeuvres safely
	1.6	Safe operating limits of propulsion and steering equipment are not exceeded
2 Handle vessel in adverse weather conditions	**2.1**	Nature of adverse weather conditions is identified and potential impact on the manoeuvrability of the vessel is determined
	2.2	Appropriate action is determined to ensure the safety of the vessel
	2.3	Correct use of propulsion equipment is established to assist in completing manoeuvres safely
	2.4	Safe operating limits of propulsion and steering equipment are not exceeded
	2.5	Situational awareness is maintained at all times to review actions and ensure the safety of the vessel
3 Handle vessel in emergencies	**3.1**	Nature of emergency is established and required action is determined

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	3.2	Risks to vessel and safety of persons on board are assessed and safety of required action is confirmed
	3.3	Details of action are communicated to relevant personnel clearly and concisely using standard maritime vocabulary
	3.4	Appropriate manoeuvres are made during the emergency to maintain the safety of the vessel and those on board, and any other vessels or persons involved
	3.5	Propulsion equipment is used and monitored to assist in completing manoeuvres safely
	3.6	Safe operating limits of propulsion and steering equipment are not exceeded
4 Tow and be towed	**4.1**	Preparations for towing are made safely according to established nautical practice
	4.2	Correct towing procedures and precautions are applied when towing and being towed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to MARK001 Handle a vessel up to 12 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARK007 Handle a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- anchoring a vessel
- applying work health and safety (WHS)/occupational health and safety (OHS) requirements and work practices
- handling a disabled or partially disabled vessel
- manoeuvring a vessel to:
  - berth and leave a berth
  - come to and leave a mooring
  - maintain a steady course
  - retrieve a person overboard
  - steer astern
  - turn short around
  - turn a vessel across the tide and across the wind
- maintaining situational awareness
- undertaking preparations for towing, including:
  - crew briefings that include the task at hand and risks to persons on both vessels
  - ensuring means of communication between the two vessels is available
  - ensuring tow ropes are in good condition and of adequate strength and length for the proposed tow
  - ensuring tow line is of sufficient length to minimise shock loading on tow-line
  - making tow fast to the towing vessel to ensure steerage can be maintained
  - making provision for rapid slipping of the tow in emergency situations
  - preparing messenger ropes for passing tow lines
- towing and being towed
- using appropriate communication.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- adverse weather conditions, including:
  - fog and restricted visibility
  - tropical revolving storms
  - wind and sea conditions that may affect the safety of the vessel
- avoidance of tropical revolving storm activity
- elliptical turn
- features of a vessel that relate to its handling characteristics, and their effects, including:
  - displacement and planing hulls
  - propellers
  - propulsion units, including:
    - jet units
    - inboard engines
    - outboard motors
  - rudders
  - trim and displacement
- manoeuvring in the event of emergencies, including:
  - collision
  - disabled or partially disabled vessel
  - grounding
  - person overboard
- manoeuvring characteristics of small power-driven vessels
- manoeuvring a vessel in the vicinity of large vessels
- manoeuvring to beach and re-float the vessel
- manoeuvring a vessel in adverse weather conditions, including:
- altering course to minimise the effect of wind and sea
  - berth and leave a berth in various wind and tidal conditions
  - deploying a sea anchor to keep vessel head to sea
  - heading to wind and sea to ride out the adverse weather
  - reduction of speed
  - seeking shelter
- procedures for towing and being towed
- stability of a small vessel and stability terms
- techniques for crossing a coastal bar with and against the sea
- techniques for handling a vessel in heavy swell and surf
- trim and displacement
- use of a sea anchor

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- Williamson turn
- WHS/OHS requirements and work practices.

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Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, safety management system (SMS), workplace procedures, operational manuals and maritime publications and procedures relating to emergency response
- a vessel ≥5.0 m in length
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MARN008 Apply seamanship skills aboard a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to apply practical seamanship skills and techniques as part of work duties aboard a vessel up to12 m in length.

This unit applies to people working in the maritime industry in the capacity of:

- coxswain on vessels <12 m in length, with propulsion power that is unlimited for an outboard engine or <500 kW for an inboard engine, operating in inshore or designated waters or
- coxswain on tenders or auxiliary vessels operating within 3 nautical miles (nm) of a parent vessel within the exclusive economic zone (EEZ).

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a Coxswain Grade 2 NC and Coxswain Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012.

Pre-requisite Unit

Not Applicable

Competency Field

N – Seamanship

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Unit Sector

Not Applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Use and maintain ropes	**1.1** Rope types and common areas of use are correctly identified
	1.2 Ropes are checked for wear and repairs are undertaken according to manufacturer guidelines
	1.3 Ropes are coiled and stowed correctly
	1.4 Knots and hitches are tied neatly and securely, and are used according to their correct application
	1.5 Ropes are spliced neatly and securely according to their correct application
	1.6 Rope ends are whipped where appropriate to maintain good condition
2 Secure vessel at anchor	**2.1** Prior to letting go, anchor and equipment are prepared
	2.2 Quantity of anchor cable run out or recovered is appropriate to the depth of water, weather and sea conditions, and tidal range in area of operation
	2.3 During operation, control of cable is maintained within safe operating limits
	2.4 Degree to which anchor and equipment are secured on completion of anchoring operations is appropriate to forecast conditions
	2.5 During all operations, anchoring area is kept free of loose ropes, wires and debris
3 Secure vessel at a berth	**3.1** At all times, mooring lines and associated equipment are handled safely

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	3.2	Throughout operations, mooring area is kept free of loose ropes, wires and debris
	3.3	Tension on ropes is maintained at an appropriate level for the stage and nature of the operation
4 Check condition and seaworthiness of vessel	**4.1**	Coverage and frequency of checks and inspections on vessel seaworthiness are undertaken according to workplace procedures and organisational safety management system
	4.2	Watertight integrity is checked and appropriate action is taken to prepare for prevailing and forecast weather and sea conditions
	4.3	Degree to which vessel is secured is appropriate to prevailing and forecast conditions
	4.4	Irregularities are identified and appropriate action is taken to rectify the situation
	4.5	Irregularities beyond ability to rectify are reported in time to enable remedial action to be taken
	4.6	Reports of condition are completed according to workplace procedures
5 Conduct refuelling operations	**5.1**	All personal protective equipment (PPE) is accessed and used
	5.2	Safety boundary for the refuelling process is established
	5.3	Spill prevention systems are correctly deployed
	5.4	Refuelling operations are performed safely and according to organisational safety management system

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Unit Mapping Information

This unit replaces and is equivalent to MARN002 Apply seamanship skills aboard a vessel up to 12 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARN008 Apply seamanship skills aboard a vessel up to 12 metres

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying work health and safety (WHS)/occupational health and safety (OHS) requirements and work practices
- checking seaworthiness and general condition of a vessel up to12 metres
- coiling and stowing ropes
- handling ropes
- identifying deterioration and causes in hull and fittings
- performing an eye splice
- performing common whipping on ropes
- performing preparations for and letting go and weighing anchor
- preparing and throwing a heaving line
- securing a vessel alongside using vessel mooring lines, including:
  - bow and stern lines
  - fore and aft springs
- securing anchor and equipment on completion of anchoring operations
- tying reef knot, bowline, clove hitch, round turn and two half hitches, rolling hitch and sheet bend - single and double.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- anchors, types and characteristics
- basic structural parts of a small vessel
- considerations to make when selecting an anchorage
- correct application of common knots and hitches
- coverage and frequency of checks of vessels seaworthiness
- factors affecting the safety and integrity of vessel; its equipment and materials on board
- how to make a vessel watertight

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- identifying and rectifying irregularities in the condition and seaworthiness of the vessel
- large objects likely to move in a sea way
- loading, discharging and movement of weights
- maintenance of synthetic and natural fibre ropes
- materials on deck and below
- mooring line arrangements for securing at a berth
- openings including hatch covers and all other openings that water can enter
- principles of maintaining watertight integrity
- process for checking seaworthiness and general condition of a vessel up to 12 metres including:
  - accommodation and storage spaces
  - anchors
  - galley, stores and equipment
  - large objects likely to move in a sea way
  - materials on deck and below
  - opening
- procedure for anchoring
- refuelling a vessel according to safety regulations and organisational safety management system requirements
- rope types, characteristics and applications, dynamic and non-dynamic, including:
  - braided
  - natural fibre
  - plaited
  - polyester
  - wire core rope
  - wire rope
- safety precautions and pollution control measures during refuelling
- securing a vessel for sea
- types of anchors used on small vessels up to 12 metres
- WHS/OHS requirements and work practices.

Assessment Conditions

Assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating

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to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage. With the exception of whipping, splicing and knot tying, the Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) must be undertaken on a vessel ≥5.0 metres in length.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, safety management system, workplace procedures and operational manuals
- a vessel ≥5.0 m in length
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MSS403086 Improve cost factors in work practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge required by an individual to evaluate the product or process outcomes of a team or work group in terms of their cost components and to be able to determine, in general terms, the cost impacts of alternative actions. This includes the efficient organisation of own work, and that of others in a work area or within a team, and the improvement of throughput and cycle times.

This applies to team members who will be required to problem solve, show initiative, plan, organise and manage own output and development. Decisions are made within the scope of the authority of the individual and other employees in the area or team and according to procedures.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Analyse cost components of work area or**	1.1	Identify cost components in the product or process
		1.2	Identify costs factors under control of area or employees in the team

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
	team function	1.3	Identify causes of variability in costs
		1.4	Analyse impact of costs on production or process activities undertaken
2	**Improve cost-efficiency of processes and procedures**	2.1	Identify methods of improving productivity and reducing costs within area or team's responsibility
		2.2	Calculate cost benefit ratio of alternative methods of improving productivity and reducing costs
		2.3	Consult with all stakeholders regarding possible changes
		2.4	Recommend changes which will increase productivity and reduce cost and variability
		2.5	Implement recommended changes in consultation with stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403030 Improve cost factors in work practices.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS403086 Improve cost factors in work practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified and analysed cost factors in work practices and made recommendations to improve costs on at least 1 occasion.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- cost components of products made
- costs concepts, including expense/capital, income and cost benefit ratios
- major cost contributors to product (including energy, materials and inputs, labour and distribution)
- difference between internally and externally controlled costs
- difference between overhead, capital, expense, labour and other consumables.
- causes of cost variances.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS404052 Apply statistics to operational processes

Modification History

Release 1. Supersedes and is equivalent to MSS404052A Apply statistics to operational processes

Application

This unit covers the ability to gather and analyse process data to support the control of processes and operations. It includes interpretation of sampling procedures, frequency distributions, random and non-random variations in data/control charts; use of control limits to determine whether or not monitored processes are in control; and communicating this information to others.

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

This unit primarily requires the application of skills associated with gathering and analysing data and communicating statistical information to others. This unit also has a strong emphasis on problem solving, initiative and enterprise, planning and organising, and self-management to solve problems and manage processes.

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

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Collect process data**	1.1	Interpret sampling scheme.
		1.2	Obtain measurements in accordance with standard sampling procedures.
		1.3	Handle data in accordance with procedures.
2	**Interpret data**	2.1	Plot data on appropriate control chart.
		2.2	Distinguish between random and non-random patterns of results.
		2.3	Identify results outside the control limits.
		2.4	Recognise situations requiring action.
		2.5	Take action in accordance with procedures.
		2.6	Determine cost of non-conformance.
3	**Calculate control limits**	3.1	Consult relevant stakeholders to determine appropriate limits.
		3.2	Use relevant methods to calculate/revise control limits.
		3.3	Plot limits on control chart and complete other records in accordance with procedures.
		3.4	Explain impact of limit to relevant stakeholders.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Sampling schemes include one or more of:

- sampling for attributes or sampling for variables
- batch, continuous or custom made products
- type of sample
- size of sample
- number of items/samples
- number/type of measurements to be done on each sample
- timing of sampling
- location of sampling points
- sampling equipment
- measurement/testing equipment/methods.

Checking, analysing and storing data includes one or more of:

- calculating means, ranges, mean of means and standard deviations (using appropriate calculation aids)
- entering data into a software package
- recording data either in writing or electronically

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- other required manipulations of the data.

Control charts include one or more of:

- run
- tally
- mean/range
- attributes
- other relevant charts.

Variations include all of:

- random variations for which no cause can be found
- non-random variations for which a cause can be found and so the cause of the variation eliminated (also called identifiable cause, assignable cause or special cause)
- non-random variations used to predict possible breaches of the control limits.

Limits include one or more of:

- control limits (also referred to as process capability) within which the process will operate if it is 'under control'
- appropriate limits: 1 sigma warning limits, 2 sigma warning limits, 3 sigma control limits, and 6 sigma limits.

Costs of non-conformance include one or more of:

- reprocessing/rework
- expediting
- unplanned service
- excess inventory
- complaint handline
- downtime
- returns
- scrap
- labour costs
- material costs
- infrastructure costs/overhead
- utility costs.

Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of

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the process.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS404052A Apply statistics to operational processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS404052 Apply statistics to operational processes

Modification History

Release 1. Supersedes and is equivalent to MSS404052A Apply statistics to operational processes

Performance Evidence

Evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria under the specified conditions of assessment and must include on two (2) or more occasions:

- gathering, analysing and interpreting process data to support the control of processes and operations
- applying specified sampling procedures
- investigating the causes of variation in a process
- communicating with other employees to obtain samples/data and to explain results and limits
- calculating and plotting data and control limits
- completing other required documentation.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- purpose of sampling and measurement
- sampling methods to be used
- methods of calculating means, standard deviations and the like and their purpose in statistical control
- concept of limits, including 1, 2, 3 and 6 sigma limits
- types of control charts and their applications to different types of process/product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process (e.g. measurement) causes of variation
- recognition of stable and unstable processes
- causes of stability/instability in the process
- calculation of control limits/process capability and the applications of different control limits
- the standard distribution curve and confidence limits.

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Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of statistics to an operational process in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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PSPCRT007 Compile and use official notes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT406C Compile and use official notes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to keep notes and use them to give evidence in court, prepare statements and compile reports, including incident reports. It includes applying knowledge of the essential elements of note taking, statement and report preparation; and legislative and organisational requirements for the structure and content of official reports.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Record and retain original notes	1.1 Use official notebooks to record original notes relating to incidents and occurrences in appropriate format and timeframe. 1.2 Make notes that meet content and sequencing requirements within required timeframes. 1.3 Record identifying information retain and secure for the length of time required by law.
2. Use notes to make statements	2.1 Use notes to refresh memory and provide factual basis for statements. 2.2 Maintain receipts and bank records. 2.3 Format details for statements.
3. Use notes to give evidence	3.1 Use notes to refresh memory prior to giving evidence, enabling concise and factual answers. 3.2 Request authority of presiding official to refer to notes while giving evidence in court. 3.3 Present factual, correctly sequenced evidence that reflects information in notes. 3.4 Employ presentation standards.
4. Compile reports	4.1 Collect, analyse and organise information for reports into a logical sequence according to the purpose and audience of each report. 4.2 Format reports to meet organisational requirements for structure, style and content. 4.3 Complete incident reports containing all required information and outcomes. 4.4 Produce reports required for information management systems.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT406C Compile and use official notes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT007 Compile and use official notes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, and organisational practices and procedures including WHS relating to official note taking or working in an office environment
- interpreting notes and giving evidence
- taking notes sequencing events chronologically
- compiling reports
- assigning report and file numbers
- operating equipment and/or technology to prepare reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- reasons for and key requirements of note taking for official purposes
- essential elements of a report
- legislative and organisational requirements for structure and content of official reports and statements
- requirements for giving evidence
- information management including retention and security of notes

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Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when compiling and using official notes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH001 Uphold the values and principles of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC301B Uphold the values and principles of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to demonstrate ethical conduct required of those in public service. It includes applying ethical standards and dealing with ethical problems.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will generally work independently and as part of a team. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Ethics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply ethical standards	1.1 Review interpretation of ethical values and principles with senior staff to ensure accuracy. 1.2 Apply ethical standards when preparing verbal and written advice and reports. 1.3 Use public resources ethically, ensuring conflicts of interest are declared, addressed and documented. 1.4 Apply ethical standards in all relationships with the public, suppliers and business contacts.
2. Deal with ethical problems	2.1 Resolve ethical problems or refer as required. 2.2 Document all decision-making processes used and record outcomes. 2.3 Implement preventative strategies. 2.4 Report unethical conduct.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC301B Uphold the values and principles of public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH001 Uphold the values and principles of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- applying objective and impartial evaluation of conflicting requirements
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- tailoring communication to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fundamental ethical principles, including at least one of:
  - justice
  - respect for persons
  - procedural fairness
  - confidentiality
  - responsible care
- values of public sector office
- natural justice/procedural fairness
- ethical decision making/problem solving models, organisational codes and procedures and how to access these
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH002 Uphold and support the values and principles of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC401A Uphold and support the values and principles of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute to an ethical workplace and participate in ethical decision making.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and as part of a team, where they may have some supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Ethics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to an ethical workplace	1.1 Access, interpret and apply information on ethical values. 1.2 Discuss and confirm application of ethical values and principle with senior management and colleagues to ensure common understanding and application. 1.3 Assist others to access and use public sector ethics legislation and guidelines to ensure compliance with requirements. 1.4 Explain the differences between ethics and personal beliefs to others to encourage understanding and compliance with the principles of procedural fairness. 1.5 Identify and discuss with work colleagues hypothetical work practices that would constitute unethical conduct including strategies to avoid or deal with them.
2. Participate in ethical decision-making	2.1 Identify real and potential ethical problems, and the decision-making processes used to resolve or refer them. 2.2 Monitor and access information to ensure currency in ethical knowledge. 2.3 Develop judgment through involvement in workplace discussions or ongoing professional development related to ethical standards and practices. 2.4 Support staff to contribute to ethical discussions and problem-solving. 2.5 Use processes for preventing and reporting unethical conduct and assist others in their application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance :

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC401A Uphold and support the values and principles of public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH002 Uphold and support the values and principles of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- accessing legislation and codes of ethics electronically or in hard copy
- applying objective and impartial evaluation of ethical problems
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- adjusting communication methods to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles including at least one of:
  - natural justice
  - procedural fairness
  - respect for persons
  - responsible care
- equal employment opportunity, equity and diversity principles
- procedures and protocols for reporting unethical conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH003 Promote the values and ethos of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC501B Promote the values and ethos of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote ethical standards to assist staff in avoiding conflicts of interest and to model and foster integrity.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, as part of a team and with supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Ethics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Promote ethical standards	1.1 Discuss interpretation of ethical standards with senior staff to ensure common understanding of requirements. 1.2 Explain to others the ethical obligations of public service and the consequences of unethical conduct. 1.3 Assess conduct of self and others against ethics standards, legislation and guidelines, and provide feedback. 1.4 Use the resolution and/or referral of ethical problems identified in dealings with staff and public as learning opportunities.
2. Assist staff to avoid conflicts of interest	2.1 Explain conflict of interest requirements to staff using situations they are likely to experience. 2.2 Discuss with staff matters involving competing interests or conflicting views and resolve or refer as required.
3. Model and foster integrity or conduct	3.1 Give ethical, lawful and reasonable directions to staff, using personal work practices, to provide a consistent example of desired ethical conduct, and develop team values through collaboration and leadership. 3.2 Provide protection from reprisals for refusing others' directions to act unethically. 3.3 Model and explain to others the principles of procedural fairness. 3.4 Explain, promote and use decision making which upholds ethical standards. 3.5 Assess the risk of unethical conduct and recommend changes to policies or practices to improve outcomes. 3.6 Encourage the reporting of suspected unethical conduct.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit. ACSF mapping was not completed due to VET reform timelines, it has been noted for continuous improvement.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC501B Promote the values and ethos of public service.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH003 Promote the values and ethos of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying ethical decision making/problem solving
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- using strategies to clarify understanding
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- assisting others to apply occupational health and safety and environmental procedures relating to ethical work practices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection and procedural fairness
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct
- work health and safety procedures relating to ethical work practices

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH004 Maintain and enhance confidence in public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC601B Maintain and enhance confidence in public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote the highest standards of ethical conduct in the workplace. It includes providing ethical leadership, balancing competing public interests, and establishing processes and practices that encourage integrity.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, as part of a team and with management responsibilities. They would perform sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Ethics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide ethical leadership	1.1 Model and reinforce ethical conduct in others. 1.2 Encourage professionalism. 1.3 Encourage staff to raise ethical dilemmas, provide frameworks for ethical decision-making and policy setting and coach staff in their application. 1.4 Provide staff with opportunities to develop skills in identifying and resolving situations requiring ethical judgment. 1.5 Clarify the ethical aspects of decisions and provide and document advice and guidance on more complex ethical problems. 1.6 Encourage the reporting of suspected unethical conduct, and address as needed. 1.7 Monitor and evaluate policies, for consistency with public sector standards, and recommend changes, where necessary.
2. Balance competing public interests	2.1 Consider all relevant facts and ensure weightings given to competing interests are unbiased, transparent and defensible. 2.2 Use decision-making processes and document reasoning/grounds for decisions. 2.3 Provide advice to government regarding policy decisions relating to the public interest. 2.4 Take immediate action where staff indicate conflicts of interest, to resolve the situation.
3. **Establish and monitor processes and practices that encourage integrity**	3.1 Develop and review organisational processes and practices to ensure they meet the requirements of procedural fairness and accountability. 3.2 Develop processes containing mechanisms to ensure that public resources are used in accordance with public sector ethics standards, legislation, policy and guidelines. 3.3 Develop processes that include risk management strategies which meet client, staff and organisational needs for transparency and accountability. 3.4 Monitor processes and practices to ensure they encourage and support those reporting unethical conduct and protect them from

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	reprisals. 3.5 Take action to ensure that the ethical standard of conduct of contractors is consistent with the requirements of the contracting organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit. ACSF mapping was not completed due to VET reform timelines, it has been noted for continuous improvement.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC601B Maintain and enhance confidence in public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH004 Maintain and enhance confidence in public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using frameworks for ethical decision-making
- analysing policies and organisational procedures for consistency with public sector standards
- using a variety of language structures to explain complex ideas to different audiences
- interpreting and explaining complex formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring precise expression
- interpreting legislation and codes of ethics

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector ethics
- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct

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- WHS

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN048 Support workplace coaching and mentoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV506A Support workplace coaching and mentoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote and support coaching and mentoring in the organisation. It includes developing a coaching and/or mentoring strategy, establishing a coaching/mentoring framework, implementing and supporting coaching/mentoring, monitoring coaching/mentoring arrangements and consolidating opportunities for further coaching/mentoring.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop coaching/ mentoring strategy	1.1 Research the potential for coaching and mentoring within the organisation. 1.2 Implement and promote a coaching and mentoring framework, linked to other human resource strategies in the organisation. 1.3 Outline benefits to all parties involved in coaching and mentoring, ensuring consistency with the organisation's philosophy and goals. 1.4 Establish ground rules for coaching and mentoring in the organisation. 1.5 Develop timelines for the implementation of the strategy with key stakeholders. 1.6 Seek organisational support and resources for the strategy.
2. Establish a coaching/ mentoring framework	2.1 Identify a range of coaching/mentoring models to suit the organisation's needs. 2.2 Arrange training for those interested in being coaches, coached, mentors and/or mentored. 2.3 Develop and monitor the requirements of coaching and mentoring contracts/agreements in accordance with the strategy. 2.4 Identify the range of stages in coaching and mentoring relationships and ensure flexibility in the framework. 2.5 Formalise protocols for matching participants and dealing with difficulties, disputes and grievances.
3. Implement and support coaching and mentoring	3.1 Promote the value of coaching and mentoring at all levels of the organisation. 3.2 Identify opportunities for mentoring and coaching and communicate to interested parties. 3.3 Use internal and external networks to support coaching and mentoring. 3.4 Suggest techniques and practices for resolving differences without damaging relationships, or provide assistance.
4. Monitor coaching and	4.1 Encourage people involved in coaching and mentoring to reflect on organisational processes, organisational support and their

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mentoring arrangements	activities to identify opportunities for improvement and innovation. 4.2 Evaluate and implement recommendations made for improvements in the coaching/mentoring strategy as necessary.
5. Consolidate opportunities for further coaching and mentoring	5.1 Recognise and acknowledge positive contributions of individuals to coaching and mentoring arrangements. 5.2 Celebrate and reward positive changes created through coaching and mentoring arrangements. 5.3 Identify and promote ongoing opportunities for coaching and mentoring.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV506A Support workplace coaching and mentoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN048 Support workplace coaching and mentoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to workplace coaching and mentoring
- undertaking research and analysis
- using effective communication with a diverse workforce including active listening, giving and receiving feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to workplace coaching and mentoring including privacy and freedom of information
- codes of ethics
- code of conduct
- policy and procedures for specific environment
- human resource strategies that link to a coaching/mentoring strategy
- strategic goals and direction/plan
- principles and practices of coaching and mentoring that need to be addressed in the organisational strategy
- coaching/mentoring methodologies and strategies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN053 Provide leadership

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV511A Provide leadership. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to achieve operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers and/or interagency members. It includes facilitating commitment to objectives and required standards, contributing to the development of a cooperative, high performance workgroup, giving and receiving feedback on performance, supporting and participating in development activities, and providing leadership, direction and guidance in the workgroup.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate commitment to objectives and required standards	1.1 Discuss and clarify the organisation's vision, strategic objectives and required standards of performance with others in accordance with the needs, communication and learning styles of workgroup members. 1.2 Establish the purpose, objectives, roles and responsibilities in the workgroup. 1.3 Model commitment to objectives and standards to provide leadership and develop workgroup commitment. 1.4 Model and promote equal employment opportunity, workplace health and safety, diversity management and participative work practices within the workgroup.
2. Contribute to the development of a cooperative, high performance workgroup	2.1 Encourage, acknowledge and consider work contributions or suggestions. 2.2 Support workgroup members to use, share and develop their skills according to work requirements. 2.3 Facilitate work allocation within the group on the basis of current skills and development needs. 2.4 Consult with workgroup members in the implementation of new work practices. 2.5 Resolve conflict and other issues which affect performance within the workgroup wherever possible, or refer.
3. Give and receive feedback on performance	3.1 Seek feedback from others outside the workgroup on personal and workgroup performance, and give open and constructive responses to feedback. 3.2 Gather and provide regular constructive feedback on all aspects of work performance from and to the workgroup. 3.3 Assess and address performance and recognise and/or reward notable performance. 3.4 Address under performance of self and others. 3.5 Use feedback to continuously improve performance and outcomes.
4. Support and	4.1 Develop, agree upon and implement an action plan to meet

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participate in development activities	individual and group learning and development needs. 4.2 Support individuals to identify their specific learning and/or development needs. 4.3 Encourage and support workgroup members to take advantage of development opportunities in accordance with their needs. 4.4 Access learning and development opportunities to continuously improve own leadership skills and other identified development needs. 4.5 Provide on-the-job learning opportunities in accordance with individual needs and to the required standard. 4.6 Encourage and support workgroup members in applying new skills and knowledge in the workplace.
5. Provide leadership, direction and guidance in the workgroup	5.1 Use participative decision making in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate. 5.2 Give opportunities and encouragement to workgroup members to develop new and innovative work practices and strategies. 5.3 Provide workgroup members with the support, leadership, advice and policy direction necessary to perform work. 5.4 Allocate tasks in accordance with the competencies of workgroup members, and delegate autonomy and authority as appropriate. 5.5 Vary leadership and guidance strategies to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV511A Provide leadership.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN053 Provide leadership

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies, procedures and guidelines
- undertaking problem solving in a team environment
- using transparent decision making
- communicating with a diverse workplace including listening, facilitating, negotiating, mentoring

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector
- principles of effective team operation
- principles of facilitation and empowerment
- group processes
- group dynamics
- range of leadership styles and the application of these to suit different groups and tasks
- learning and development in the workplace

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN057 Develop and use political nous

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV515A Develop and use political nous. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and use political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the political terrain	1.1 Identify and take into account stakeholder positions. 1.2 Analyse corporate politics to identify agendas and players. 1.3 Develop and utilise awareness of political agendas, both open and hidden. 1.4 Locate the current agenda in the wider context to appreciate the big picture and provide more than one perspective. 1.5 Identify and confirm the impact of the agenda on the work area.
2. Evaluate the political environment	2.1 Source information from inside and outside the organisation, and confirm its authenticity and reliability. 2.2 Analyse the political, social and economic environment and take into account emerging trends and current and possible future goals of the organisation.
3. Form alliances	3.1 Identify power structure and sources of power in the organisation and the wider public sector. 3.2 Identify people prepared to trade mutual support and assess the benefits. 3.3 Weigh the risks and benefits of possible alliances. 3.4 Lobby interested groups and/or individuals to gain support and acceptance of ideas and/or courses of action. 3.5 Build influence with key policy makers, decision makers and key influencers.
4. Bargain and negotiate to achieve outcomes	4.1 Develop sound positions with supporting arguments. 4.2 Formulate responses to possible contradictory positions. 4.3 Negotiate and refine positions with feedback from the negotiation process. 4.4 Achieve consensus with others for one’s position. 4.5 Implement outcomes.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV515A Develop and use political nous.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN057 Develop and use political nous

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis
- participating in communication activities, including negotiating, consulting, influencing, bargaining, resolving conflict and networking
- applying risk management strategies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies and procedures
- organisational and public sector power structures and sources of power
- macro view of agendas, positions, and power
- government directions and agendas

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN074 Develop and implement community engagement strategies

Modification History

Release	Comments
2	Updated incorrect content in Elements and Performance Criteria.
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCOM502A Develop and implement community engagement strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to design and implement effective activities or programs that involve the community in government policy development, planning and decision making processes. It includes issue analysis, scoping, designing, implementing, reporting and evaluating on community engagement activities or programs.

This unit applies to those working in roles where they are designing activities to involve the community in government decisions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct an issue analysis	1.1 Develop a framework to assist in analysing an issue that requires community engagement. 1.2 Identify and consult key stakeholders in accordance with organisational policy and procedures. 1.3 Use the framework to conduct the analysis, and identify community engagement options in accordance with organisational requirements.
2. Scope community engagement activity or program	2.1 Identify parameters and constraints of community engagement, including time and resource limitations. 2.2 Establish the purpose and objectives of community engagement in consultation with key stakeholders, including what is negotiable, clarifying what is with relevant personnel. 2.3 Develop objectives that are relevant, achievable, measurable, flexible enough to allow for the emergence of new options or ideas and are linked to program/project objectives. 2.4 Define the target community in accordance with the purpose, objectives and scope of activity. 2.5 Determine the level of community engagement, methods and techniques to suit the purpose, objectives, target community and scope of activity. 2.6 Identify likely barriers to community engagement involvement and strategies to address them.
3. Design community engagement activity or program	3.1 Identify and use opportunities, where possible, to involve the community in the design of the engagement activity or program and its evaluation. 3.2 Identify benefits for community involvement in the engagement process, both for the organisation and the community. 3.3 Identify and apply relevant government/agency guidelines, protocols, systems and processes. 3.4 Design programs to address risks and issues with appropriate mitigation measures including strategies to identify and include those missed in the community definition.

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	3.5 Embed communication, monitoring, reporting, feedback and evaluation processes in the activity or program. 3.6 Obtain relevant commitment to/approval of the activity or program in accordance with organisational policy and procedures.
4. Implement community engagement activity or program	4.1 Allocate resources and time to the implementation process, including a process manager/facilitator with the necessary capabilities, in accordance with the program design. 4.2 Coordinate the implementation across the agency and across government, where relevant. 4.3 Communicate the objectives and constraints of the engagement in a manner that is understood by all participants. 4.4 Establish clarity around the roles and responsibilities of all participants and the level of influence of the participants on the final decision. 4.5 Identify and manage the expectations of participants and provide the community is with all relevant information throughout the engagement process. 4.6 Implement feedback mechanisms in accordance with the process plan, and community requirements and address barriers to community engagement involvement to maximise participation. 4.7 Address risks and issues with appropriate mitigation measures. 4.8 Acknowledge and respect community diversity throughout, and the process is transparent and managed in accordance with planned design. 4.9 Implement the process flexibly enough to allow the community to raise new ideas or options and provide the community with opportunities to develop their engagement.
5. Report on the outcomes of community engagement	5.1 Report outcomes of community engagement to relevant government/agency staff, all participants and those who may be affected or have a significant interest, in accordance with organisational policy and procedures. 5.2 Provide feedback to all participants on how the outcomes may inform government/agency planning or decision making.
6. Evaluate community engagement activity	6.1 Use a good practice model to evaluate all components of the engagement activity or program in accordance with the design plan. 6.2 Obtain feedback on the quality of the activity or program from participants. 6.3 Analyse the extent to which the engagement outcomes informed government/agency planning and decision making. 6.4 Record, share and use achievements and lessons from the engagement activity or program across the government/agency and with the community in accordance with organisational policy

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	and procedures.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCOM502A Develop and implement community engagement strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN074 Develop and implement community engagement strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- working with diverse communities using communication styles to suit different audiences and purposes
- managing expectations
- explaining complex and formal policies and concepts to a variety of audiences
- facilitating community engagement, including relationship building, networking, negotiation, conflict management and risk management
- scoping, designing and implementing community engagement activities/programs including project management, time management and budget management
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- evaluating community engagement activities/programs
- applying workplace safety procedures to community engagement activities
- detailing requirements, writing recommendations and preparing community engagement reports requiring complex language structures and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques

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- public sector ethics and codes of conduct
- facilitation/process management in the context of community engagement
- principles of cultural awareness and cross cultural communication
- social justice principles
- organisational policies related to communication and the media
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community engagement activities

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM013 Maintain and monitor service standards

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM503A Maintain and monitor service standards. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to maintain high-quality rehabilitation and injury management service and standards. It includes monitoring standards, improving service delivery, and developing and maintaining professional competence in injury management.

This unit applies to those working as house rehabilitation coordinators, with relevant professional background.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor standards and improve service delivery	1.1 Monitor documentation, processes and practices. 1.2 Monitor service and standards and identify ways in which planning and operations could be improved using organisation's systems and technologies. 1.3 Implement continuous improvement techniques to strengthen the standards. 1.4 Document work performance and use the information to identify opportunities for improvement to systems and processes. 1.5 Manage records, reports and recommendations for improvement. 1.6 Set, monitor and review service benchmarks.
2. Maintain and further develop professional competence in injury management	2.1 Maintain a knowledge of industry trends/changes and legislative updates. 2.2 Use feedback from clients and colleagues to identify and develop ways to improve personal competence. 2.3 Select and use professional development opportunities suited to personal learning style.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM503A Maintain and monitor service standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM013 Maintain and monitor service standards

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to maintenance of rehabilitation injury management service and standards
- using communication with diverse stakeholders including interviewing, gathering feedback
- updating knowledge and skills through both formal and informal means

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- procedures to ensure confidentiality and security of information
- public sector management Acts
- industry standards for rehabilitation
- continuous improvement principles
- professional development and its relationship to quality service delivery

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV001 Plan and initiate an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to identify and confirm possible non-compliance, and plan and initiate a subsequent investigation. It includes planning and activating evidence collection, identifying witnesses and persons of interest.

This unit applies to those working in a range of regulatory work environments involving gathering and managing physical or documentary evidence from a range of sources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Initiate preliminary investigation to confirm non-compliance	1.1 Assess information, confirm likely non-compliance and if matter under investigation falls within jurisdiction. 1.2 Prioritise importance and urgency of the matter for action. 1.3 Initiate documentation for investigation of alleged matter.
2. Plan investigation	2.1 Determine the objectives of the investigation and obtain necessary resources to conduct the investigation. 2.2 Identify and plan for risks associated with the investigation including sensitivities that might affect the organisation. 2.3 Select methods to achieve the investigation's objectives. 2.4 Identify timelines and prioritise tasks. 2.5 Confirm and initiate communication and case management requirements. 2.6 Record investigation planning. 2.7 Obtain approval to commence investigation.
3. Initiate investigation	3.1 Implement evidence recording process. 3.2 Identify, locate and contact possible witnesses to request information. 3.3 Identify and locate responsible parties and record their particulars. 3.4 Contact responsible parties for interview and inform them of the nature of the investigation as required by law. 3.5 Research evidence requirements to establish the type and standard of evidence and necessary resources according to the size of investigation and nature of the offence. 3.6 Select and initiate investigative techniques.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV001 Plan and initiate an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- acting ethically
- applying legislation, regulations and codes of practice
- using process mapping
- undertaking research, analysis and problem solving in the context of investigating non compliance
- questioning and negotiating meaning
- responding to diversity
- using planning and time management in the context of investigations
- preparing written reports and recommendations requiring accuracy, formal language structures
- using information technology for data analysis, recording and reporting

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- investigation methodology and techniques
- rules and types of evidence
- storage and continuity of evidence
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction, powers and restrictions to investigate
- organisational policy and procedures
- cultural awareness

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- confidentiality and privacy issues
- reporting procedures which provide a written or electronic audit trail

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV002 Conduct an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct an investigation under commonwealth and/or jurisdictional law, in accordance with an established investigation plan. It includes gathering and managing evidence, identifying persons of interest, reviewing and reporting on progress and briefing/debriefing relevant personnel.

This unit applies to those working in a range of regulatory work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

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the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate and record information sources	1.1 Identify subjects and suspects involved in the matter under investigation and record details. 1.2 Obtain or verify authority to search, involving other organisations where necessary. 1.3 Collect and analyse information relevant to the investigation. 1.4 Identify and locate persons relevant to the investigation and eliminate persons who are not. 1.5 Access expert skills and knowledge when necessary to further assist staff in areas where they cannot, or are not authorised, to act. 1.6 Anticipate likely defences and include evidence to counter these.
2. Collect and manage information and exhibits	2.1 Collect, label, record and preserve identified and/or corroboratory evidence for later use in proceedings. 2.2 Identify, secure and manage evidence from incoming information. 2.3 Maintain continuity, security and integrity of exhibits. 2.4 Handle, record, store and dispose of exhibits.
3. Review and adjust investigation process	3.1 Monitor and review evidence collection to address gaps and inadequacies. 3.2 Conduct briefings and debriefings of all relevant personnel. 3.3 Conduct investigation with sufficient flexibility to allow for contingencies, modify process of investigation and implement solutions where practicable.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV002 Conduct an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- organising and problem-solving
- liaising and negotiating
- communicating with people from diverse backgrounds
- making comparisons and exercising judgment about facts in written materials
- writing reports using formal structures and language
- collecting, labelling, recording and preserving identified and/or corroboratory evidence for later use in proceedings according to exhibit management principles, continuity of possession, legislation and standards

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- rules of evidence and legislation relevant to the jurisdiction
- legislation dealing with offence/s under investigation
- document management systems
- exhibit management principles
- organisational policies, guidelines and regulations
- equal employment opportunity, equity and diversity principles
- legal and ethical considerations in investigations which involve juveniles and indigenous people

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Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV003 Finalise an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to complete, review and report on the results of an investigation. It includes finalising the investigation, handling complaints and appeals, preparing an investigation report and using investigation outcomes.

This unit applies to those working in a range of regulatory work environments comprising gathering, managing and interpreting documentary evidence to determine appropriate responses including reporting and acting on investigation outcomes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Address investigation outcomes	1.1 Complete documentation if no breach has occurred or no action is to be taken, including reasons and justification. 1.2 Prepare and submit a record of the investigation and consequent recommendations for action. 1.3 Respond to complaints, appeals and the potential role of the ombudsman. 1.4 Advise relevant personnel on the outcome of the investigation. 1.5 Make recommendation for referral to another organisation as required and document for the organisation's information.
2. Report findings	2.1 Prepare finalisation report in relation to the findings and submission of evidence, with recommendations for subsequent action if relevant. 2.2 Prepare report and refer to relevant personnel for further action.
3. Finalise investigation	3.1 Undertake self-assessment of the conduct of the investigation and provide verbal and written briefings. 3.2 Inform relevant external organisations of outcomes and document this action. 3.3 Update organisational systems regularly, contributing investigation results for the development of statistics, trends and precedents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy **NA**				

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV003 Finalise an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- undertaking analysis and problem-solving
- engaging in exchanges of sometimes complex oral information
- varying style and language during briefings to suit audience
- writing summaries, briefing papers and reports requiring clarity, accuracy and formality of structure and language
- applying analytical techniques, logic and reasoning to identify and select avenues of inquiry and substantiate these choices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to the offences under investigation
- investigation principles and the range of investigation techniques available
- organisational guidelines for reporting and information management
- ethical standards
- principles of equal employment opportunity, equity and diversity
- operational safety
- legislation related to anti-discrimination and disability
- different types of criminal activity and their elements
- available resources which may need to be deployed to support the investigation
- security issues and classifications
- legal and ethical considerations in investigations which involve juveniles and indigenous people

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- knowledge of case management systems and the range of contexts in which they can be applied
- court procedures and evidentiary in provision of briefs of evidence for use by the prosecution
- role and functions of other agencies who work with policing in the conduct of investigations
- methods and process for subject/suspect identification and profiling

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG001 Comply with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN301B Comply with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and comply with legislative requirements and report non-compliance.

This unit applies to those working in generalist or specialist work activities where it is essential to identify, understand and comply with the legislative environment within which they work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision while performing routine tasks in range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Legislation and compliance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify legislative requirements	1.1 Access legislation and guidelines relating to the workplace. 1.2 Identify key requirements of relevant legislation and confirm with senior staff. 1.3 Confirm understanding of requirements of legislation and ensure consistency of interpretation and application. 1.4 Clarify the way various pieces of legislation are integrated to provide a legislative framework. 1.5 Seek advice when conflicting legislative directives are found.
2. Comply with legislative requirements	2.1 Carry out work practices. 2.2 Review own conduct and use feedback from others to confirm continuing compliance.
3. Report incidents of non-compliance	3.1 Raise possible breaches of legislation with an authorised person or body. 3.2 Identify and address inadequacies in workplace procedures that contribute to non-compliance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables

1	**2**	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN301B Comply with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG001 Comply with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research, evaluation and self-assessment
- reading complex and formal documents to identify inappropriate conduct
- communicating with others involving exchanges of complex oral and written information
- using technology to access legislative requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- full range of legislation relating to the public sector, including WHS, and the key requirements of each
- public sector ethics and codes of conduct
- principles of equal employment opportunity, equity and diversity
- organisational processes for responding to legislative issues

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG003 Promote compliance with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN501B Promote compliance with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote compliance with legislation in the public sector. It includes modelling compliance with legislation.

This unit applies to those with responsibility for encouraging and assisting others to comply with public sector guidelines and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently with supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Legislation and compliance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Encourage compliance with legislative requirements	1.1 Use personal work practices to provide a consistent model of compliance with current public sector legislation and guidelines. 1.2 Provide responses to staff enquiries about the legislative requirements of the workplace. 1.3 Explain to staff the consequences of non-compliance relating to a range of legislation. 1.4 Use compliance strategies to encourage compliance with legislation, policies and guidelines in accordance with the situation.
2. Monitor compliance with legislative requirements	2.1 Monitor compliance with legislative requirements and resolve or refer issues. 2.2 Raise and address inadequacies in workplace procedures which contribute to non-compliance. 2.3 Report on compliance with legislative requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN501B Promote compliance with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG003 Promote compliance with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying research and evaluation
- reading and explaining complex and formal documents, including legislation and codes of ethics, and applying them to work practices
- communicating with others involving exchanges of complex oral and written information
- applying environmental and WHS procedures and promoting their use by others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to the public sector including WHS and environment
- regulations, guidelines, policy, practices
- public sector codes of ethics and conduct
- government processes and practices

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY008 Develop public policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL601A Develop public policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop or review public policy, to enable the implementation of government objectives. For the purposes of this unit, public policy includes government policy affecting all Australians and public sector policy that is not restricted to a particular organisational structure or individual organisation. The unit includes anticipating and confirming the need for public policy development or review and planning the policy development process; gathering and analysing information; determining policy direction; drafting, gaining agreement for, and disseminating public policy.

This unit applies to those working as public sector staff required to develop policy.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Policy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need for public policy development or review	1.1 Identify events, issues or government policies likely to lead to changes to public policy. 1.2 Identify and prioritise the likely implications and impact of factors that might require public policy development in consultation with stakeholders. 1.3 Conduct a critical analysis of the need for new or revised public policy that includes a scan of both internal and external environments, checks related policies for context and identifies other public policy likely to be impacted. 1.4 Recommend priority areas for public policy development or review. 1.5 Confirm the need for public policy development or review and detail supporting evidence.
2. Plan public policy development process	2.1 Confirm the approving authority. 2.2 Identify and analyse issues likely to impact on the policy development process and address them in policy development planning. 2.3 Develop a policy development plan outlining public policy requirements.
3. Gather and analyse information for public policy development	3.1 Identify and engage stakeholders through the establishment and maintenance of a public policy network. 3.2 Gather, analyse and interpret information required. 3.3 Determine and apply an analytical framework.
4. Determine public policy direction	4.1 Obtain strategic input from high-level staff. 4.2 Develop a range of policy options and criteria for choice and communicate to those responsible for selecting the policy direction. 4.3 Determine risk treatments and identify a preferred public policy option. 4.4 Obtain approvals and endorsements.
5. Draft public	5.1 Draft public policy using a cyclical process of consultation,

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policy	feedback, identification of changes and redrafting. 5.2 Implement risk management processes to ensure progress against the timeframe and milestones. 5.3 Develop an implementation plan that details responsibilities for implementation and strategies for transition, change management, and initial and ongoing training and maintenance of the policy. 5.4 Develop mechanisms for monitoring compliance with the policy, quality assurance of the policy, and for evaluation of the policy. 5.5 Develop the policy.
6. Release and promote public policy	6.1 Obtain agreement and clearance for public policy through required channels, and with critical stakeholders. 6.2 Ensure all stakeholders, particularly those who will be responsible for implementing the new or revised policy, are informed of the outcomes, and manage issues from dissenting stakeholders. 6.3 Release and promote the policy. 6.4 Provide advice to those affected by policy changes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL601A Develop public policy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY008 Develop public policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents researching, analysing and presenting information
- preparing written reports
- consulting on and validating policy
- dealing with different points of view and dissenting stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY009 Provide policy advice

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL602A Provide policy advice. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide policy advice to policy developers, internal policy staff and other staff, and for external queries from the government, Ministers, other public sector organisations and the public. It includes interpreting and advising on public policy, and providing input to policy evaluation and review.

This unit applies to those working public sector staff working in policy development.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and advise on public policy	1.1 Analyse policy and provide interpretations on its intent and implications. 1.2 Provide interpretive advice on the relevant acts, regulations, procedures, codes of practice, standards and guidelines related to policy. 1.3 Provide written interpretations supported by defensible evidence and reflect consideration of their intended use and consequences. 1.4 Communicate policy advice. 1.5 Resolve policy questions referred by policy staff or use consultative mechanisms to gain additional clarification.
2. Provide input to policy evaluation and review	2.1 Capture and analyse policy feedback data to identify strengths, weaknesses, and any implementation issues. 2.2 Analyse both planned and unintentional outcomes of policy implementation and provide feedback against the evaluation criteria in the policy implementation plan. 2.3 Prepare and provide a comparison of the intended versus actual outcomes of policy implementation. 2.4 Monitor internal and external environments for policy implications, and prepare strategies to respond to potential or impending policy changes. 2.5 Prepare recommendations for continuous improvement, termination or succession of policies.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL602A Provide policy advice.

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Assessment Requirements for PSPPCY009 Provide policy advice

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents, including policy and legislation
- researching, analysing and presenting information
- preparing written reports
- dealing with different points of view and dissenting stakeholders
- providing policy advice on 3 or more occasions or in 3 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PSPPCY011 Influence strategic policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL701A Influence strategic policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide strategic leadership in the policy field. It includes monitoring and influencing policy environments, setting strategic policy directions and providing policy advice to government.

This unit applies to those working as public sector staff required to provide leadership regarding policy,

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with management responsibilities, while performing sophisticated tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor and influence environments where policy applies	1.1 Identify problems, limitations and new opportunities in policy environments in response to internal and external factors and government priorities. 1.2 Monitor environments and take opportunities to influence key opinion formers and decision makers to increase their ability to respond to government priorities.
2. Set strategic policy direction	2.1 Conduct local, national and international monitoring of policies and trends pertinent to the medium to long-term priorities of government. 2.2 Implement strategies to develop and apply data capture mechanisms that will provide longitudinal information and trend analysis. 2.3 Set strategic policy directions in line with medium to-long term government priorities and communicate to stakeholders to attract their support. 2.4 Identify creative and innovative policy responses to complex social and economic issues in anticipation of expected policy development initiatives. 2.5 Establish and maintain productive relationships with key consultation partners to enable policy response to emerging issues.
3. Provide policy advice to government	3.1 Determine the context, purpose and audience for the policy advice and provide advice to government. 3.2 Provide, analyse and present policy advice. 3.3 Respond to requests from government for policy advice or provide information on what steps are being taken to address the request.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL701A Influence strategic policy.

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Links

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Assessment Requirements for PSPPCY011 Influence strategic policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking environmental monitoring and influencing
- applying scenario planning
- reading and evaluating complex and formal documents
- interpreting language that is high in nuance or intended to mislead in order to promote or protect interests that are concealed
- preparing written advice
- providing strategic policy influence on 2 or more occasions or in 2 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking environmental monitoring and influencing
- applying scenario planning
- reading and evaluating complex and formal documents
- interpreting language that is high in nuance or intended to mislead in order to promote or protect interests that are concealed
- preparing written advice
- providing strategic policy influence on 2 or more occasions or in 2 or more

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPREG003 Apply regulatory powers

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG401C Exercise regulatory powers. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to cover the exercise of powers under the organisation's enabling legislation and other relevant legislation for regulation, monitoring, inspection and investigation.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing routine tasks involving a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish regulatory powers	1.1 Access and use current information relating to enabling legislation and regulations to maintain up-to-date knowledge of requirements. 1.2 Confirm powers provided under the legislation and the boundaries of those powers. 1.3 Identify and confirm compliance requirements of the legislation, related regulations, standards, codes of practice and policy. 1.4 Identify and confirm acts and omissions that comprise non-compliance or offences under the legislation.
2. Apply enabling legislation	2.1 Identify and analyse circumstances where regulatory powers will be exercised to determine response or measures to apply. 2.2 Identify circumstances requiring the exercise of regulatory powers that are outside own limits and refer to others. 2.3 Identify risks associated with the exercise of regulatory powers and strategies to manage risks. 2.4 Apply enabling legislation consistent with the boundaries and powers contained therein.
3. Utilise other legislation and standards	3.1 Identify other legislation and standards which impact on powers and confirm their requirements. 3.2 Resolve or refer apparently conflicting legislative directions.
4. Work with other organisations	4.1 Identify organisations that have jurisdictions which may overlap and establish and maintain relationships. 4.2 Identify organisations available to provide assistance and advice or take referrals and establish relationships for mutual benefit. 4.3 Follow organisational protocols and procedures when working with other organisations. 4.4 Refer compliance matters to other organisations for action when required. 4.5 Follow lead agency protocols and/or lines of authority during operations involving more than one organisation.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG401C Exercise regulatory powers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG003 Apply regulatory powers

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis
- using information technology to access relevant legislation and procedures
- reading complex written materials and applying them to work practices
- using scanning techniques
- engaging in discussion involving exchanges of often complex oral information
- choosing regulatory responses and/or measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- full range of regulatory powers and the limits to those powers
- enabling legislation
- offences under the legislation
- aspects of criminal law, administrative law, industrial law, contract law
- statutory time limits
- terminology used in legislation and procedures
- organisational policies, guidelines and regulations
- public sector legislation including, health and safety and environment relating to the exercise of regulatory powers

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG005 Assess compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG403B Assess compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assess risk, monitor situations, environments and behaviours, and analyse information to assess compliance with legislation and/or standards. It includes monitoring areas under own jurisdiction, receiving or identifying allegations of non-compliance, and conducting research to determine levels of compliance.

This unit applies to those working in regulatory roles involving compliance assessment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor areas under jurisdiction	1.1 Conduct risk assessment analysis to identify and prioritise areas for monitoring and to identify methodology 1.2 Conduct inspections and/or compliance audits. 1.3 Utilise specialist equipment when required. 1.4 Protect the safety of self and others. 1.5 Facilitate cooperation with other organisations and jurisdictions.
2. Receive or identify allegation of non-compliance	2.1 Record referrals relating to non-compliance. 2.2 Respond to possible and potential breaches promptly. 2.3 Assess preliminary information to establish the offence and validate to confirm the need for action. 2.4 Handle complainants including referral to more senior personnel as required.
3. Determine levels of compliance	3.1 Seek assistance promptly as necessary to obtain advice on methodology to adopt and prevent gaps occurring in evidence collection. 3.2 Select evidence collection methodology according to the purpose, situation and operational guidelines. 3.3 Collect, analyse and secure information and/or samples. 3.4 Ensure information and/or samples are relevant and sufficient for the purpose identified. 3.5 Assess against the requirements of the legislation and identify and document the level of compliance. 3.6 Determine further action consistent with the level of compliance and is record or report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG403B Assess compliance.

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Assessment Requirements for PSPREG005 Assess compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research, analysis and problem solving in the context of assessing compliance
- applying regulations and codes of practice
- using information technology for data analysis, recording and reporting
- communicating including questioning and negotiating of meaning in sometimes difficult situations
- reading and applying complex information from legislation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- organisational procedures, guidelines and protocols
- knowledge of own and others' jurisdictions
- risk management in the context of compliance assessment
- application of audit tools
- research and sampling methodologies
- security storage of evidence and/or information
- procedures for recording allegations and/or complaints
- specialist equipment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG006 Produce formal record of interview

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG407B Produce formal record of interview. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to produce formal records of interview. It includes preparing for, conducting and record interviews.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of conducting interviews.

Those undertaking this unit would work independently, performing routine tasks, in a range of contexts including some that are unfamiliar or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for interview	1.1 Develop interview plan. 1.2 Determine venue, equipment and personnel to be involved in or excluded from the interview. 1.3 Identify exhibits to be used in the interview and make readily available for reference. 1.4 Asses risks associated with the interview and instigate procedures for ensuring the safety of self and others.
2. Conduct and record interview	2.1 Provide interviewee with preliminary advice and question to ensure their understanding of the interview process and their rights. 2.2 Use questioning techniques to gather information, and test and confirm its relevance, reliability and sufficiency, prior to concluding the interview. 2.3 Introduce and fully describe exhibits. 2.4 Conduct, record and conclude interview in accordance with the rules of evidence so that outcomes are admissible in evidence. 2.5 Produce a true record of interview and complete post-interview procedures.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG407B Produce formal record of interview.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG006 Produce formal record of interview

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using interviewing techniques and varying style and language structure to suit situation and interviewee(s)
- using techniques to defuse potentially dangerous situations
- engaging in exchanges of sometimes complex oral information
- using diverse communication techniques
- engaging in questioning that meets legal requirements for admissibility
- undertaking research, analysis and problem solving
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and guidelines relating to formal interviews
- interview techniques and points of proof
- rules of evidence and admissibility
- use of caution

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- legal and ethical considerations for conducting interviews involving juveniles, Aboriginal and Torres Strait Islander peoples and disciplinary matters
- diversity issues in the context of interviewing suspects, witnesses and others
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to electronic recording equipment
- public sector legislation relating to producing a formal record of interview

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG010 Prepare a brief of evidence

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG409B Prepare a brief of evidence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare a brief of evidence. It includes analysing evidence, preparing and reviewing admissible evidence, developing a brief of evidence and coordinating witnesses.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse evidence	1.1 Consider all related information, whether likely to be admissible as evidence, or not. 1.2 Cross-check information to confirm origin, authenticity and reliability, and to anticipate challenge/s that may occur. 1.3 Identify and assess gaps and inadequacies to allow further collection of evidence. 1.4 Handle and store information appropriately.
2. Prepare and review admissible evidence	2.1 Prepare witness and expert statements. 2.2 Include all evidence in the brief that is likely to be admissible by the court. 2.3 Separate and retain non-admissible evidence. 2.4 Identify and review similar proofs to confirm that evidence is sufficient to proceed to prosecution. 2.5 Maintain security, recording and continuity of evidence.
3. Develop a brief of evidence	3.1 Plan and prepare brief of evidence according to standards required by the prosecution. 3.2 Include all required information in the brief and meet all legal requirements. 3.3 Provide brief to prosecution and other parties as required by law and organisational requirements. 3.4 Brief counsel on the case when required, and advise any circumstances that may affect the progress and outcomes.
4. Coordinate witnesses	4.1 Identify and use expert witnesses when required and familiarise them with the evidence. 4.2 Organise witness summonses when required. 4.3 Maintain contact with witnesses to ensure cooperation, communication and attendance at proceedings.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPREG409B Prepare a brief of evidence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG010 Prepare a brief of evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking analysis and research
- undertaking collation and compilation
- writing complex documents reflecting key points of oral statements in written form in witness statements and in the brief of evidence
- writing reports using formal structures and language
- making comparisons and exercising judgment about facts in written materials
- communicating with witnesses from diverse backgrounds

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to preparation of a brief of evidence
- admissible evidence
- burden of proof
- court hearing procedures
- rules of evidence
- requirements of brief of evidence
- principles of disclosure
- anti-discrimination law
- public sector legislation

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG011 Give evidence

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG410B Give evidence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to give evidence in a range of legal proceedings. It includes preparing for proceedings, presenting evidence, and following up outcomes of proceedings.

This unit applies to those working in regulatory roles within the public sector involved in giving evidence in legal proceedings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for proceedings	1.1 Confirm arrangements for, role and involvement in proceedings. 1.2 Prepare documentation and exhibits. 1.3 Support any witnesses as required, to attend proceedings and give evidence.
2. Present evidence	2.1 Adhere to protocols and rules of evidence relevant to the setting and the organisation involved throughout proceedings. 2.2 Note and incorporate feedback from counsel and/or police and comments by deciding authority. 2.3 Present evidence in a clear, concise and articulate manner. 2.4 Enhance the reputation and image of the organisation through quality and standard of evidence and presentation. 2.5 Provide considered expert evidence on request consistent with qualifications and expertise.
3. Follow up outcomes of proceedings	3.1 Note and file the outcomes of the proceedings and complete reports where required. 3.2 Implement any required actions.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG410B Give evidence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG011 Give evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- presenting evidence clearly and concisely
- writing reports
- taking notes
- communicating with people from diverse backgrounds
- making comparisons and exercising judgment about facts in written materials
- report writing using formal structures and language

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- court prosecution processes
- common law versus judicial precedent versus legislation
- specific powers of the organisation
- court/tribunal/commission structures
- jurisdiction of each court/tribunal/commission
- appeals systems
- role of legal personnel in judicial or quasi-judicial systems
- procedures and protocols in different judicial or quasi-judicial systems
- types of offences
- general principles of criminal liability
- exemptions and defences

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- types of evidence admissible in judicial or quasi-judicial systems
- legislative requirements of presenting evidence
- use of notes in court/tribunal/commission
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG012 Gather information through interviews

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG411A Gather information through interviews. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to gather information through interviews. It includes preparing for and conducting interviews and reviewing and correlating information.

This unit applies to those working in regulatory roles within the public sector involved in information gathering through interviews.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for interview	1.1 Determine the need for an interview and establish the context and requirements. 1.2 Plan interview to ensure desired outcomes are achieved. 1.3 Make interview arrangements. 1.4 Prepare materials to be used during the interview. 1.5 Seek advice on legislative or administrative issues relating to the conduct of the interview.
2. Conduct interview	2.1 Commence the interview following organisational protocols and comply with legislative requirements. 2.2 Conduct interview in a planned manner, with the sequence evident to others who may use the outcomes. 2.3 Select and use questions that are relevant, comprehensive, appropriate to the situation and the interviewee and adhere to the rules of evidence. 2.4 Use problem solving skills to test, compare and contrast information as it is provided to influence the direction of further questions. 2.5 Record information. 2.6 Maintain personal conduct and take account of cultural and ethical issues.
3. Review and correlate information	3.1 Review and clarify information to ensure its relevance and sufficiency prior to concluding the interview. 3.2 Transcribe information if necessary and deal with sensitive information appropriately. 3.3 Conduct detailed analysis and identify and note incomplete and irregular information or followed up in accordance with the nature of the interview. 3.4 Confirm behavioural characteristics of significance to the purpose of the interview. 3.5 Undertake post-interview activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPREG411A Gather information through interviews.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG012 Gather information through interviews

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using interviewing techniques and varying style and language structure to suit situation and interviewee(s)
- engaging in exchanges of sometimes complex oral information
- using techniques to deal with difficult interview situations
- using communication techniques, including establishing rapport, listening, probing, reflecting, negotiation, conflict resolution
- using critical analysis, evaluation and deductive reasoning
- using problem solving and decision making related to interviewing
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment, where necessary

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application of legislation to interviewing including, privacy, ethics, confidentiality and freedom of information

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- organisational policies and guidelines relating to interviews
- questioning techniques
- legal and ethical considerations for conducting interviews
- cultural awareness in the context of interviewing
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to recording of information
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG021 Coordinate investigation processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG502A Coordinate investigation processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to effectively coordinate investigative processes, conducted internally, with or by an outside organisation. It includes planning and preparing for investigations, leading or supporting investigation teams, monitoring the progress of investigations, finalising and reporting on investigation and conducting debriefings.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan investigation	1.1 Identify, document and communicate objectives and desired outcomes of the investigation to investigation team. 1.2 Review relevant legislation and consult stakeholders to ensure sound preparation for the investigation. 1.3 Identify and authorise resource requirements after considering other organisational needs. 1.4 Establish communications strategy in consultation with team. 1.5 Put in place continuous review mechanisms to monitor the progress of the investigation. 1.6 Use investigation management system to develop investigation plan, allocate resources and provide for systematic recording of investigation decisions.
2. Prepare for investigation	2.1 Develop an evidence matrix and update as required. 2.2 Make assessment of possible avenues of enquiry. 2.3 Determine elements and/or proofs of the offence and identify witnesses. 2.4 Conduct consultation with other organisations when investigation impacts on their organisation. 2.5 Assess potential for action and liaise with appropriate authorities to determine when action should begin and what is involved.
3. Lead and support investigation team	3.1 Allocate personnel to the investigation based upon their skills, knowledge and abilities in relation to the requirements of the investigation. 3.2 Locate specialist resources internally and externally to facilitate successful outcome. 3.3 Organise administrative support from commencement of investigation. 3.4 Provide ongoing advice and support to the team in accordance with the requirements of the investigation. 3.5 Revise investigation plan as required in response to contingencies in consultation with investigative team, and incorporate suggestions where practicable.
4. Monitor progress of investigation	4.1 Monitor investigation against the requirements of the continuously updated investigation plan. 4.2 Monitor evidence collection and handling of witnesses and/or alleged offenders to ensure conduct is in accordance with rules of

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	evidence and procedural fairness considerations. 4.3 Consult team members regularly on progress of the investigation in both informal situations and scheduled reviews. 4.4 Discuss obstacles encountered during the investigation and find solutions. 4.5 Monitor key tasks, deadlines and timelines, anticipate risks and authorise extra resources and/or external expertise as required. 4.6 Monitor requirement for specialists to ensure their cost-effective use.
5. Finalise and report on investigation	5.1 Supervise final stage of investigation to ensure conclusion in court or other body if appropriate. 5.2 Finalise investigation within (revised) budget and record time restrictions and results. 5.3 Initiate administrative actions where appropriate. 5.4 Provide witnesses, alleged offenders and other persons and/or organisations affected by the investigation with sufficient information about the outcome. 5.5 Plan follow-up actions to progress to next stage if planned outcome is not achieved, or to take no further action. 5.6 Make reports to management on outcomes relevant to future compliance activities particularly on how the investigation management system and organisational procedures assisted or impeded investigation.
6. Conduct debriefing	6.1 Review activities against objectives and outcomes of the investigation. 6.2 Highlight strengths and weaknesses in investigation process for future investigations. 6.3 Note precedents and problems for future investigations. 6.4 Acknowledge achievements through formal and informal means. 6.5 Prepare debriefing report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG502A Coordinate investigation processes.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG021 Coordinate investigation processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking project management that contributes to achieving stated objectives of the investigation and effective utilization of resources
- managing contracted services and specialist staff where required
- writing reports requiring formal language and structure and precision of expression
- using communication to suit diverse audiences
- conducting complex oral exchanges in briefing sessions and team meetings

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the role of investigations in achieving the organisation’s strategic compliance objectives
- Australian Government Investigation Standards (AGIS)
- legislative and jurisdictional requirements
- organisational policy and procedures
- aspects of criminal, civil or administrative law as apply in that jurisdiction
- investigation methodology and techniques
- powers and restrictions to investigate
- rules and types of evidence
- report procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues

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- procedures regarding lines of reporting
- storage of evidence
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG025 Manage investigations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG507 Manage investigations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan, document and allocate resources to manage and review investigations effectively, in accordance with commonwealth and/or jurisdictional law policy and procedures. It includes planning investigations, preparing documentation to support the investigation, identifying, using and coordinating resources and reviewing investigations.

This unit applies to those working in regulatory roles within the public sector involving investigations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan investigations	1.1 Prepare a plan that reflects analysis of all available factors to set directions for the investigation. 1.2 Define an investigation's aims and objectives to provide operational focus. 1.3 Conduct risk assessments to identify investigational opportunities and limitations. 1.4 Formulate a security plan to address the investigation's security requirements. 1.5 Prioritise investigatory phases and tasks to inform the sequence of activities and provide for future review of the investigation process. 1.6 Select and authorise methods to achieve the investigation's aims and objectives. 1.7 Establish communication channels with appropriate personnel to facilitate contact in the conduct of the operation. 1.8 Initiate a case management system to facilitate the planning, resolution and review of the investigation. 1.9 Develop plans that are sufficiently flexible and adaptable to accommodate any unforeseen contingencies and/or issues that may arise.
2. Prepare documentation to support the investigation	2.1 Record all relevant information in a chronological and accurate manner. 2.2 Compile operational documentation to provide an ongoing reference for operatives and a formal record for evidentiary purposes. 2.3 Ensure recording procedures comply with security and evidentiary requirements.
3. Identify, use and coordinate resources	3.1 Identify and access available resource requirements to support the operation. 3.2 Identify contingency responses that address any resource limitations. 3.3 Manage resource usage to achieve the desired aim.

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	3.4 Monitor and control operational costs.
4. Review investigations	4.1 Review investigation outcomes against the aims and objectives specified in the investigation plan. 4.2 Review procedures for adherence to organisational policy and guidelines. 4.3 Complete post investigation procedures to finalise the investigation. 4.4 Disseminate review outcomes and use to inform future practice.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG507 Manage investigations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG025 Manage investigations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing to prepare documents including investigation plans, tactical plans and resource bids
- managing resources including budgetary, human and physical resources and allocation/access
- investigating skills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- government and policy environments
- different types of criminal activity and their elements
- available resources which may need to be deployed to support the investigation
- security issues and classifications
- all applicable laws, policy and procedures pertaining to the conduct of investigations within the officer’s organisational environment
- investigation principles and case management systems and contexts in which these can be applied
- court procedures and evidentiary requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG026 Review and evaluate investigations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG508 Review and evaluate investigations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review and evaluate investigations, in accordance with commonwealth and/or jurisdictional law policy and procedures. It includes monitoring investigation progress, assessing, recording and reporting on investigation status and evaluating and documenting recommendations.

This unit applies to those working in regulatory roles within the public sector involved in a designated investigation role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor investigation progress	1.1 Monitor the progress of the investigation regularly to ensure tasks are completed and objectives met. 1.2 Identify and address deficiencies and areas requiring further action. 1.3 Communicate feedback on the progress of the investigation regularly to relevant personnel, management, clients and stakeholders.
2. Assess, record and report on investigation status	2.1 Assess the investigation regularly against competing investigations and demands to determine priorities and monitor resource and budgetary expenditure. 2.2 Assess the investigation strategically at regular intervals to ensure that objectives are achievable within resource and legal constraints. 2.3 Record and report critical decisions regarding the investigation to relevant personnel.
3. Evaluate and document recommendations	3.1 Monitor and review organisational responsibilities for resource and budgetary allocations to facilitate achievement of objectives. 3.2 Evaluate and modify communication and coordination between relevant parties where required. 3.3 Review and modify tasks as required. 3.4 Document and forward recommendations arising from review to relevant managers, clients and stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG508 Review and evaluate investigations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG026 Review and evaluate investigations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing and preparing investigation plans, tactical plans, resource bids
- managing the organisation’s computer and/or manual information management system
- conducting investigations
- organising and planning skills, in particular the skills to coordinate crucial and diverse clients, law enforcement providers and stakeholders
- managing resources including budgetary, human and physical resources and allocation/access
- reasoning and logical analysis, problem-solving and decision-making

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the broad law enforcement context and the criminal justice system
- organisation’s corporate goals and objectives
- legislation relevant to the jurisdiction/s involved in the investigation
- jurisdictional and organisational requirements of agencies, clients, and stakeholder
- organisation's operational priorities
- macro environmental impact upon investigations of serious crime, including government, policy, political, and community interests

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- access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources
- opportunities, risks and constraint assessment which may hamper the investigation
- decision making processes and organisational chain of command
- evaluation and auditing processes

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG030 Manage investigations program

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG701A Manage investigations program. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage an organisation's investigations program where investigations may be conducted internally, externally or referred to other law enforcement agencies. It includes articulating and authorising an investigations strategy, evaluating investigation processes and the outcomes of investigations, handling complaints, authorising investigations, changing the strategic direction of investigations, and building links at policy level with other organisations and policy makers.

This unit applies to those working in regulatory roles within the public sector involving investigations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Articulate and authorise investigations strategy	1.1 Link investigations strategy to objectives of the organisation's overall compliance strategy. 1.2 Use strategy to communicate the roles of staff in investigations including their functions, responsibilities and rights. 1.3 Develop policy and procedures to enable staff to conduct successful investigations and meet organisational objectives. 1.4 Develop guidelines to assist decision making on whether particular investigations should be conducted in house or through other avenues. 1.5 Include documented organisational procedures for handling investigations in guidelines. 1.6 Address staff training and maintenance of standards in the development of the guidelines.
2. Evaluate process of investigations	2.1 Establish scheduled times for evaluation and review. 2.2 Develop and communicate consultation, review and development processes. 2.3 Establish quality assurance review programs to ensure the integrity of policy and procedures is maintained or enhanced. 2.4 Use data from performance measures to validate investigation processes against best practice, noting areas where improvements are needed as part of quality implementation. 2.5 Compare recommendations to improve organisational guidelines with legislative and judicial standards, to improve consistency with external benchmarks. 2.6 Manage statutory reporting obligations.
3. Evaluate outcomes of investigations	3.1 Report on resolution rate of investigations, reasons for lack of resolution and time taken to complete investigations and analyse for improvement. 3.2 Amend strategic directions where necessary to improve the rate of investigation resolution and the time taken for investigations to be completed.
4. Handle	4.1 Establish strategies to handle a range of situations that may

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complaints	impact on the reputation of the organisation. 4.2 Implement policy and procedures to facilitate the reporting to senior management of potentially serious situations.
5. Authorise investigations	5.1 Determine authority levels to reflect structure and reporting lines within the organisation, jurisdictional and legislative requirements. 5.2 Base decisions regarding the allocation of investigative tasks to internal or external investigation personnel on organisational guidelines. 5.3 Accompany any request for authorisation by senior management with sufficient information to facilitate effective and timely decision making.
6. Change strategic direction of investigations	6.1 Balance broader policy directives with needs and demands within the organisation. 6.2 Authorise any exemptions to established policy after full consideration of impact on the organisation, legal ramifications and reasons for exemption.
7. Build links at policy level with other organisations and policy makers	7.1 Use opportunities for liaison with other investigations managers to extend knowledge and improve links within the profession. 7.2 Encourage staff to build relationships with peers in other organisations. 7.3 Take opportunities to promote the organisation and the investigations profession with policy makers and the public. 7.4 Establish and maintain relationships with other key law enforcement agencies and standards setting organisations. 7.5 Establish and maintain relationships with other relevant stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG701A Manage investigations program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG030 Manage investigations program

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- managing projects
- managing systems and processes for effective investigation processes and outcomes
- liaising and managing investigations when conducted with outside agencies, either jointly, or referred to a police service or contracted to an outside body
- undertaking analysis and problem-solving, especially when dealing with complaints
- using communication styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency investigation/compliance strategy
- agency structure and core business
- investigation techniques
- an understanding of the relationship of the investigation strategy to the agency's overall strategy and jurisdictional policy and legislative requirements
- relevant legislation and policy covering the conduct of investigations, as well as the procedural and offence provisions of specific legislation
- legislative reporting requirements to standards setting organisations
- public sector legislation relating to investigations management, including anti-discrimination and diversity legislation, WHS and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI007 Represent and promote the organisation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI604B Represent and promote the organisation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to represent and promote the organisation in different settings by using a range of communication strategies to achieve desired outcomes.

This unit applies to those working as representatives for their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Workplace inspection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Represent the organisation	1.1 Promote a professional image of the organisation. 1.2 Adapt information on issues, policies and practices for different audiences in terms of its range, depth and form of presentation, and communicate orally and in writing. 1.3 Develop and provide advice within the area of responsibility. 1.4 Seek feedback on clients' levels of understanding and use additional information or explanation to clarify issues if required.
2. Use communication strategies to achieve desired outcomes	2.1 Tailor communication strategies to the audience and the context. 2.2 Adjust communication strategies and content in response to feedback from clients. 2.3 Brief additional personnel, as needed, to assist with a strategy, outlining the expected outcomes and their responsibilities in achieving them. 2.4 Advise clients of processes and timelines for receiving information when issues are referred to others for advice on complex matters.
3. Build and maintain networks and relationships	3.1 Allocate time to establish and maintain networks and work relationships. 3.2 Identify and access information, key people and networks to assist in achieving work outcomes. 3.3 Establish and maintain communication channels and exchange information and ideas to provide benefits for clients and the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

Unit supersedes and is equivalent to PSPWPI604B Represent and promote the organisation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI007 Represent and promote the organisation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with audiences, requiring adaptation of style and language
- questioning to confirm understanding
- interpreting complex written materials
- presenting information
- facilitating groups
- using mediation
- undertaking conflict resolution
- representing and promoting of the organisation in 3 or more contexts or on 3 or more occasions.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policy, procedures and legislation
- organisational code of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PUATEA001B Work in a team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

Application of the Unit

This unit applies to all workers working in the Public Safety industry, but is particularly relevant to new workers in assisting integration with the organisational team culture of the agency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.

Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team activities	1.1 Roles and responsibilities of team members are recognised. 1.2 Contribution is made to identifying team goals and objectives. 1.3 ***Activities*** are completed to required standard within timeframe and in accordance with ***organisation's policies and procedures.*** 1.4 ***Assistance*** in the completion of tasks is requested from other team members where appropriate. 1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures. 1.6 Participation by team members is encouraged and acknowledged. 1.7 Changes in allocated role and responsibilities are implemented. 1.8 Team meetings are attended regularly and punctually.
2. Share knowledge and information	2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures. 2.2 Knowledge and skills are shared between team members.
3. Give and receive support to/from team members	3.1 ***Feedback***/assistance is given to other team members in an appropriate manner. 3.2 Team members are supported in achieving workplace goals. 3.3 Feedback from other team members is acted upon appropriately.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- encouraging others/team members
- following instructions
- interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information

Required Knowledge

- composition of workplace teams and roles and responsibilities of team members
- non operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals. **Consistency in performance** Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated workplace environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Teams comprise	• two or more people working towards a shared purpose
Appropriate situation to request assistance may include:	• difficulty meeting timelines • to comply with occupational health and safety requirements • unsure of best method to complete task • to maximise efficiency
Assisting other team members may include:	• own tasks completed • to comply with occupational health and safety requirements • assistance requested • actions of others do not comply with requirements • other team member appears to be having difficulty completing task
Contribute to workplace goals may include:	• completion of task • achievement of new competencies • development of new skills • attainment of new knowledge • personal development
Activities may include:	• working with other members of a team in a work environment or responding in a combat or support role to natural emergencies technological/industrial emergencies • civil/political emergencies and non emergency operations including community events • public relations – activities • sporting events • parades • festivals
Conditions under which this competency may be required include	• hazardous conditions eg adverse weather • after dark operations • difficult terrain • time pressure • varying time frames from immediate/short term to long term response operations • varying access to equipment/resources necessitating the use of improvised techniques • single or multi organisation responses • dealing with human behaviours that result from emergency situations • non-emergency operations and events eg training and community education
Appropriate feedback on	• acknowledging initiative

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performance may include:	• aptitude • ideas • performance and assistance • providing constructive criticism
Organisation's policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational • corporate and strategic plans • operational procedures • operational performance standards • organisation's personnel practices • policy and procedures • organisation's quality standards • organisation's approach to environmental management and sustainability
Communication processes may include:	• established organisation's procedures for recording and reporting • the use of logs • notebooks • pagers • radios and telephones • team members may be geographically dispersed and require communication systems and technology to remain in contact

Unit Sector(s)

Not applicable.

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SIRRMER001 Produce visual merchandise displays

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to display retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements.

This unit applies to all businesses that sell retail merchandise. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However; in smaller businesses, senior personnel might also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to produce visual merchandise display.	1.1. Review visual merchandising display guidelines, and seek clarification as required. 1.2. Obtain merchandise, materials and equipment required for

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	the display. 1.3. Prepare product labels and price tickets from in-house documents and according to organisational requirements. 1.4. Unpack merchandise according to manufacturer instructions.
2. Display merchandise.	2.1. Produce display following visual merchandising display guidelines. 2.2. Ensure merchandise is displayed according to manufacturer instructors where specific requirements for display and storage exist. 2.3. Display merchandise labels and price tickets according to organisational requirements. 2.4. Handle and move stock and equipment according to safe manual handling guidelines to prevent injury to self. 2.5. Promptly return excess stock to storage area, and store according to organisational requirements. 2.6. Check and ensure area around the display remains clear of debris.
3. Maintain display.	3.1. Review displays against visual merchandising display guidelines, and refine as required. 3.2. Maintain clear and correct product and pricing information for merchandise. 3.3. Identify damaged or out of date stock, and remove from display as required. 3.4. Rotate and replenish merchandise to maintain optimum stock levels. 3.5. Monitor the display regularly to maintain appearance and cleanliness of display and display area.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret plain English documents that outline organisational policies and procedures related to display of merchandise.
Numeracy skills to:	• estimate dimensions of display areas and appropriate size of displays from display documentation.
Planning and organising skills to:	• prepare for display and complete display activities in a logical and time-efficient sequence.
Technology skills to:	• prepare product labels and price tickets.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER001 Produce visual merchandise displays

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines and organisational procedures to prepare and produce three merchandise displays, from the following list, of varying sizes and complexities:
  - an existing merchandise range
  - a new merchandise range
  - a seasonal merchandise range
  - a promotional event
  - discounted merchandise
- maintain each of the above displays and display area, adequate stock level and appearance of display.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic principles of visual merchandising as they relate to producing retail visual merchandise displays
- visual merchandise display guidelines and how they are used in creating a retail displays
- organisational procedures for:
  - correct manual handling techniques for protection of self and merchandise
  - correct storage of merchandise and equipment
  - damaged or out of date stock
  - maintenance of display areas
  - merchandise rotation and replenishment
  - product labelling and pricing
  - unpacking merchandise.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

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- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a range of retail merchandise
- display areas
- retail display equipment and props
- product labels and price tickets
- ticketing and pricing equipment
- organisational visual merchandise display guidelines
- organisational procedures for:
  - manual handling techniques for protection of self and merchandise
  - storage of merchandise and equipment
  - damaged or out of date stock
  - maintenance of display areas
  - merchandise rotation and replenishment
  - product labelling and pricing
  - unpacking merchandise
- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXCEG004 Create a customer-centric culture

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage and ensure the delivery of customer service standards and work with team members to improve customer experiences.

It applies to individuals working in customer service management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Promote a customer focused culture.	1.1. Ensure team understanding of and commitment to providing quality customer service and enhancing the customer's experience. 1.2. Promote customer service standards within the team and

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	encourage ownership over delivery of service standards. 1.3. Act as a positive role model displaying customer centric behaviours and consistently delivering on customer service standards.
2. Foster the customer culture.	2.1. Ensure adequate team resourcing to ensure delivery on customer service standards. 2.2. Monitor customer service and take action when standards are not met. 2.3. Provide feedback to team on their ability to meet customer service standards. 2.4. Provide coaching to team members to enhance customer service delivery.
3. Monitor and adjust customer service.	3.1. Seek feedback from team and customers on customer service standards. 3.2. Review customer trends and demands and seek opportunities to enhance customer experience based on findings. 3.3. Develop and document customer service improvement plans in consultation with the team.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXCEG004 Create a customer-centric culture

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor and review customer service standards, on three different occasions, and document a plan to improve customer service standards based on observations
- demonstrate the following approaches to promoting a customer-centric culture:
  - role-modelling customer service standards
  - observing standard of customer service delivery
  - coaching team members towards improvement
  - identifying and rectifying customer service delivery issues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service:
  - customer expectations
  - enhancing customer experience
- techniques for:
  - coaching others
  - providing performance feedback
  - seeking feedback
  - monitoring and reviewing customer services standards
  - improving customer service standards
- organisational customer services standards:
  - professional service standards
  - designated response times
  - customer service procedures
  - resources required to deliver on customer service standards
- commercial impact of:
  - quality customer service
  - poor customer service

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  - positive and negative customer reviews
- value and role of customer feedback in improving service delivery.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational customer service standards:
  - professional service standards
  - designated response times
  - customer service procedures
  - resources required to deliver on customer service standards
- team members and customers; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCOM002 Work effectively in a team

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate and work cooperatively with both peer and senior team members to contribute to the achievement of team goals.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Communication and Teamwork

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with team members.	1.1. Communicate effectively with team members giving consideration to cultural and other differences. 1.2. Check understanding of work requirements and seek

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	clarification to prevent misunderstandings as required. 1.3. Display respect to team members and adherence to workplace expectations when interacting with others. 1.4. Maintain open communication with team members to ensure transfer of information. 1.5. Share information and ideas with team members to enhance work outcomes.
2. Actively participate in retail teams.	2.1. Identify individual tasks for completion and responsibilities for contributing to the achievement of team goals. 2.2. Carry out tasks and responsibilities to achieve workplace goals and organisational expectations. 2.3. Work cooperatively with team members to maximise efficiency and quality of daily work outcomes. 2.4. Seek, acknowledge and act upon constructive feedback from others. 2.5. Participate in team problem-solving to improve team outcomes. 2.6. Interact with team members to foster a positive team and work environment reflective of the organisational culture.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use open questions and paraphrasing to confirm correct understanding of work requirements • use gestures or simple words to communicate where language or communication barriers exist.
Self-management skills to:	• recognise when assistance is required of self or others and engage the appropriate support.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRXCOM002 Work effectively in a team

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- actively participate in three different workplace activities individually or cumulatively demonstrating:
  - effective communication with team members
  - consultation with others to determine team goals and individual responsibilities
  - contribution to achievement of team outcomes
  - following direction from others
  - working with others to resolve one basic team problems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- conventions and use of a range of communication methods:
  - verbal communication
  - non-verbal communication
- communication techniques and use in a team context:
  - open and closed questioning
  - paraphrasing
  - effective listening
  - voice tonality and volume
- effective communication techniques with team members of diverse backgrounds:
  - cultural diversity
  - special needs
- teamwork principles and the role of teamwork in the achievement of workplace goals
- role of feedback in the achievement of team goals
- problem-solving strategies for use in the achievement of team goals
- techniques for supporting team members in the achievement of workplace outcomes
- organisational policies and procedures for:
  - team interactions

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- industry standards and expectations relevant to:
  - teamwork attitudes
  - teamwork ethics.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for team interactions
- workplace tasks for completion
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source information on, and work according to, a range of ethical and professional standards when using social media and online platforms for business purposes.

This key skill underpins effective performance when utilising social media and online platforms for diverse purposes. It applies to individuals working at all levels from operational personnel through to managers.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Source information on the general impacts of social	1.1. Access and interpret information about the positive and negative impacts of social media.

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media.	1.2. Identify and evaluate the terms of service associated with social media platforms to identify requirements. 1.3. Determine how online harassment can occur via organisational sites and who may be targeted. 1.4. Determine how social media platforms share user information and identify impacts on users. 1.5. Evaluate ways to avoid negative impacts on users of organisational social media sites.
2. Comply with industry and organisational ethical and professional codes of conduct for online activities.	2.1. Identify industry codes of conduct, objectives and scope, and seek advice from relevant personnel on applicability to organisation. 2.2. Identify organisational online code of conduct, objectives and scope, and determine applicability to own job role. 2.3. Evaluate contents of codes of conduct and significance to own personal and work based online behaviours and communications. 2.4. Clarify content and compliance requirements of codes with relevant personnel. 2.5. Act according to professional values and principles outlined in codes, seeking advice when difficulties arise.
3. Maintain personal online presence consistent with organisational standards.	3.1. Determine differences between organisational and personal online presence. 3.2. Clearly differentiate between representing self and organisation during online activities. 3.3. Review and ensure personal online posts and activities do not damage reputation of organisation and those associated with it.
4. Protect customer privacy and maintain confidentiality of organisational information.	4.1. Access and interpret information on privacy regulations and scope of requirements. 4.2. Identify and interpret organisational privacy policies and procedures and determine applicability to own job role. 4.3. Collect, use, maintain and protect information provided by customers and others, according to privacy regulations and organisational policies and procedures. 4.4. Obtain and comply with permissions to publish images and text representing others. 4.5. Maintain confidentiality of sensitive organisational information and confirm information that can be released before publishing.
5. Source information on copyright.	5.1. Access and interpret information on copyright to determine what is and what is not protected by copyright. 5.2. Identify copyright owner’s exclusive rights to materials.

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	5.3. Determine permissions required to use copyright materials and how to obtain these.
6. Engage professionally with customers online.	6.1. Communicate with customers in a timely, professional and positive manner to enhance organisational reputation.
	6.2. Respond to negative and potentially defamatory comments, complaints and conflicts sensitively, courteously and respectfully.
	6.3. Minimise risk to self and organisational reputation by escalating conflict to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and complex information to determine regulatory requirements and organisational standards.
Writing skills to:	• produce notes and summarise and record information in basic documents produce customer responses of varying complexity, using language suitable for purpose and audience.
Learning skills to:	• proactively use opportunities to obtain and update knowledge of social media impacts and ethical and professional standards.
Technology skills to:	• use computers or mobile devices and the Internet to search for and download information • use software applications to create, update and store basic documents.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and interpret information on:
  - terms of service for three different brands of social media, including information how those brands share user information
  - general impacts of social media on organisations and users, both positive and negative, from three different sources
  - cyberbullying and its impacts from three different sources
  - a suitable code of conduct for online activities relevant to the individual's current or prospective industry
  - employment
  - an organisational code of conduct for online activities relevant to the individual's current or prospective job
  - role, and obtain any required permissions for release
  - the overarching requirements of commonwealth privacy regulations and any applicable local state or territory privacy regulations relevant to the individual's current or prospective industry employment
  - copyright in Australia; what it protects and does not protect, exclusive rights of owners and requirements for permissions
  - defamation via social media from three different sources
  - organisational criticism via social media; either customer or employee based
- from information collected, provide an overview evaluation of each of the above topics
- evaluate three situations involving personal online posts that present a risk to an organisation's reputation and identify guidelines that could be used to avoid risk
- respond professionally to customer communications covering:
  - a general product or service need, on two occasions
  - negative comment or complaint about organisational issues, products or services, on two occasions.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- at a fundamental level of understanding:
  - terms of service for common brands of social media; how they share user information and how this may impact on users
  - the general impacts of social media, both positive and negative:
    - impacts on organisation reputation
    - social impacts on users
  - meaning of harassment and cyberbullying and how this occurs and can escalate through use of social media
  - how bullying of employees and contractors can occur because of organisational connections and via organisational social media sites
  - organisational duty of care to protect individuals from cyberbullying and processes that can be taken to avoid and respond to incidents
- the content of industry and organisational codes of conduct or policies for online activities, applicable to the individual's context and the importance in guiding ethical and professional behaviours
- boundaries of personal and professional online activities how personal posts and online presence can adversely affect organisational reputation and others associated with the organisation including: customers, suppliers, sponsors, donors etc.
- methods that can be used to ensure personal posts are not assumed to be representing the organisation
- a fundamental understanding of the key contents of:
  - commonwealth privacy law inclusive of the Australian Privacy Principles and how these regulate the collection, use, maintenance and secure storage of private customer information collected by private and government organisations
  - any state or territory privacy regulations relevant to the individual's industry and work context
- the content of organisational privacy policies and procedures, applicable to the individual's industry context, and the importance in guiding ethical and professional behaviours
- types of:
  - customer information generally considered to be sensitive and relevant to the individual's work context
  - consents used when publishing information about others and their images
  - organisational information generally considered to be sensitive and deemed not for public release
- at a fundamental level of understanding:
  - what copyright protects and does not protect
  - who can own copyright, and procedures used by owners to identify copyright

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  - exclusive rights that owners have over their material and how this affects use of materials by others
  - permissions that are required to use materials and how to obtain
  - meaning of defamation, slander and libel and how this occurs and can escalate through use of social media
  - potential personal and organisational consequences of both receiving and making defamatory comments
- differences between personal and professional online communication styles and choice of language
- principles of positive and professional online communications that enhance customer engagement and organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer communication
- computers or mobile devices and the Internet to source information
- terms of service published by social media brands
- Australian Privacy Principles (or their successor) fact sheets
- sample organisational privacy policies
- sample industry and organisational documents relating to online and social media activities; including codes of conduct, policy statements or guidelines.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXSLS002 Follow point-of-sale procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow point-of-sale work systems, process transactions and complete sales.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow point of sale work systems.	1.1. Open and close point-of-sale terminal at designated times and according to organisational procedures. 1.2. Clear point-of-sale terminal and transfer cash. 1.3. Handle cash according to organisational policies and

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	procedures. 1.4. Maintain supplies of change at agreed levels in point-of-sale terminal to agreed levels. 1.5. Maintain adequate supplies of consumables.
2. Process point-of-sale transactions.	2.1. Identify transaction type and required procedure to be followed. 2.2. Correctly interpret sale price information. 2.3. Make accurate calculations for pricing and collection of payment. 2.4. Enter accurate sale information into point-of-sale equipment. 2.5. Confirm price to customer and check customer payment against sale value. 2.6. Provide correct change for cash payments. 2.7. Identify transaction errors, follow procedures for resolution and complete accurate records.
3. Complete sales.	3.1. Generate and complete documentation associated with the sale. 3.2. Confirm and process any purchase follow up activities. 3.3. Acknowledge and thank customer in line with organisational policy.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret numerical information from various sources and calculate accurately with or without the use of a calculator. • measure or estimate quantities to calculate costs. • calculate percentage discounts.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRXSLS002 Follow point-of-sale procedures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow procedures for set up, maintenance and close of point-of-sale area/terminal on three different occasions
- perform three point-of-sale transactions for each of the following:
  - cash sales
  - non-cash sales
- perform three point-of-sale transactions for each of the following:
  - refunds
  - exchanges
- make six accurate financial calculations relating to product pricing that individually or cumulatively involve:
  - multiple products
  - products of varying prices
  - products with percentage discounts
- follow procedures to complete four sales that require post purchase activity.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - exchanges
  - refunds
  - lay-by
- basic key aspects of legislation that impact point-of-sale activities:
  - Australian Consumer Law
- features of products sold by the organisation
- functions and procedures for operating point-of-sale equipment:
  - opening and closing
  - clearance of terminal and transference of tender

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  - recording takings
  - consumables required by system
  - security
- cash handling procedures:
  - counting cash
  - handling cash floats
  - change required, denominations of change and tendering change
  - security
- procedures for non-cash transactions:
  - credit cards
  - EFTPOS
  - vouchers
- types of purchase follow up activities and associated organisational policies and procedures:
  - placing of orders
  - delivery
  - issuing of invoices
  - issuing of receipts
  - wrapping and packing.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for point-of-sale activities
- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation that impact point-of-sale activities as listed in the Knowledge Evidence
- point-of-sale equipment and consumables
- financial transaction documentation for non-cash sales
- cash
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SISODRV001 Drive AWD/4WD vehicles on unsealed roads

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to operate all-wheel drive and four drive vehicles on graded formed dirt roads. It also requires the ability to negotiate minor water crossings.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to all delivery personnel working at any level including support staff, activity assistants and leaders. They drive vehicles for a range of purposes including transporting participants, personnel and equipment to and from activity sites.

Driving is regulated by specific laws in each Australian state and territory with variable rules. All training and assessment activities must comply with the local state or territory road rules and driver licensing requirements. This unit assumes the driver has knowledge of applicable road rules which do not need to be assessed.

Pre-requisite Unit

Nil

Competency Field

Driving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for departure.	1.1. Confirm organisational safety and emergency response procedures to ensure compliance during trip. 1.2. Complete pre-start checks on oil, fuel and water. 1.3. Check and adjust tyre pressure to suit road conditions and terrain. 1.4. Check equipment and resources are loaded to ensure balance, and secure load. 1.5. Adjust steering wheel, seats and mirrors to suit own driving position.
2. Operate vehicle.	2.1. Set and operate vehicle equipment and controls appropriate to road conditions and terrain. 2.2. Drive vehicle at speed appropriate for road, traffic and terrain conditions. 2.3. Maintain traction of vehicle using smooth acceleration and braking techniques suited to road conditions and terrain. 2.4. Monitor and safely negotiate road conditions, hazards and other users constantly to avoid vehicle damage and collisions. 2.5. Park and shut down vehicle according to manufacturer’s specifications.
3. Negotiate minor water crossings.	3.1. Inspect water crossings for depth, flow rate and solidity of base prior to crossing. 3.2. Negotiate water crossings using appropriate speed, gear selection and device engagement while maintaining safety of vehicle, personnel and environment.
4. Change wheels.	4.1. Locate jack and position according to manufacturers' specifications. 4.2. Remove and replace wheel according to manufacturers’ specifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret basic factual information on road signs and in manufacturer's specifications.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete trip within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISODRV001 Drive AWD/4WD vehicles on unsealed roads

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three trips in all-wheel or four feel drive vehicles on three different graded formed dirt roads
- during each trip consistently follow safety procedures and safely negotiate hazards and road conditions
- complete a minor water crossing on three occasions
- change a total of three wheels.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for driving activities
- difference between all-wheel and four feel drive vehicles, at a basic level of understanding
- manufacturers' specifications for wheel replacement
- features, function and operation of AWD and 4WD vehicle equipment and controls used for dirt road driving and when negotiating minor water crossings:
  - instruments
  - traction devices
  - wheel hubs, self-locking and manual locking
- how tyre pressure can affect comfort and safety of dirt road driving and how to determine appropriate tyre pressure for a range of conditions and loads
- factors that affect a vehicle’s traction on dirt roads
- techniques used to maintain traction including those for:
  - braking
  - acceleration
  - steering
- meaning of centre of gravity for a vehicle and factors that affect this when driving
- driving techniques used when negotiating minor water crossings
- features, functions and operation of equipment for:
  - checking oil and water

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  - changing tyre pressure
  - securing loads
  - changing wheels
- typical hazards associated with driving on unsealed roads, and techniques used to safely negotiate these:
  - blind corners
  - one-lane bridges
  - slippery road surface
  - bumps
  - depressions
  - potholes
  - drainage grates
  - rail crossings
  - moving and parked vehicles
  - other users:
    - cyclists
    - pedestrians
    - runners
    - horse riders.

Assessment Conditions

Skills must be demonstrated on graded formed dirt roads and in environments which feature minor water crossings.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- all-wheel drive or four wheel drive vehicles
- wheel changing equipment including jacks
- spare fully functioning wheels and tyres
- organisational safety and emergency response procedures for driving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a driver’s licence which complies with local state or territory law.

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SISOPLN006 Plan for minimal environmental impact

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan outdoor activities to ensure that minimal environmental impact occurs. It requires the ability to determine the appropriateness of the activities for the setting and to develop plans and practices which reduce impact. Environmental impact includes that to the natural environment and to Indigenous and non-Indigenous heritage and cultural sites.

References to land managers and land management are used for simplicity and can equally apply to other environments such as marine locations.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to senior personnel who plan programs or activities including program and logistics managers and coordinators, and senior leaders (guides or instructors).

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify interrelationships between the environment and recreational activities.	1.1. Source information on ecological systems within the activity setting and their interrelationships. 1.2. Determine human impact of outdoor recreation activities on ecological systems and heritage and cultural sites. 1.3. Consult with appropriate regulatory authorities and custodians to identify sensitive areas within setting and aspects unique to it. 1.4. Liaise with stakeholders to identify parameters of use. 1.5. Identify implications of parameters of use to plan outdoor recreation activities.
2. Prepare a minimal impact plan for activities.	2.1. Analyse current environmental and cultural management strategies and codes implemented by land managers or custodians for the setting. 2.2. Identify and assess environmental, heritage and cultural characteristics of the setting and evaluate implications for proposed outdoor recreation activities. 2.3. Determine minimal impact practices to reduce impact on the environment, including heritage or cultural sites, according to regulations and codes. 2.4. Develop and document a minimal impact plan for activities to ensure sustainable outcomes for the setting.
3. Evaluate minimal impact practices.	3.1. Identify techniques to determine nature and degree of impact and evaluate effectiveness of minimal impact practices. 3.2. Modify and continuously improve current and future practices according to evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• research, interpret and analyse complex and potentially unfamiliar information about environmental issues and land management requirements.

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Writing skills to:	• develop minimal impact plans and practices using language easily understood by a broad audience including staff and participants.
Self-management skills to:	• take responsibility for minimal impact planning from initial research through to evaluation • critically evaluate successes and failures of practices to initiate improvements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOPLN006 Plan for minimal environmental impact

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a particular setting in which outdoor recreational activities are delivered:
  - research information on the following and provide a broad summary in a written report:
    - environmental, cultural and heritage characteristics of the setting and any unique aspects
    - environmental management strategies and minimal impact codes implemented by land managers, owners or custodians for the setting
    - any regulated parameters of land use
    - any requirements for permits or permissions and conditions that relate to the use of appropriate minimal environmental practices and cultural protocols
  - develop and document two minimal impact plans:
    - one for a whole program of activities for a particular type of outdoor recreation activity
    - one for an individual activity session for a different type of outdoor recreation activity
  - within the above plans, document minimal impact practices and codes of conduct to be used by delivery personnel and participants
  - utilise options provided in Assessment Conditions to:
    - evaluate feedback received from delivery personnel and stakeholders about minimal impact practices
    - determine how to modify aspects of future practices according to evaluation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- as relevant to the activity setting:
  - the applicable state, territory, local government, land management authority, owner or Indigenous custodians with oversight of the setting and:

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        - their roles and responsibilities and the key aspects of land management strategies they use to regulate environmental impact, including that to heritage or cultural sites
        - regulated parameters of location use for recreational activities: area restrictions, dispersal of use, allowable activity types, locations, times, participant numbers
        - minimal impact codes they have developed which can or must be adopted
        - cultural protocols that should or must be followed
        - requirements for permits or permissions and conditions that relate to the use of appropriate minimal environmental practices
    - key features of ecological systems and their interrelationships sufficient to understand the overall environmental characteristics of the setting
    - specific problems of fragile environments and threatened species
    - characteristics and sensitivities of unique aspects including those for cultural and heritage sites
- causes of environmental damage and consequences as they relate to specific outdoor recreation activities:
    - use of equipment
    - human impact
    - equine impact, as relevant
    - impact of transportation to and from activity sites
- minimal impact practices implemented by recreational organisations:
    - avoiding sensitive areas
    - dispersing activities across areas to decentralise use
    - choosing activities, routes and types of transportation appropriate for the setting
    - using low impact equipment
    - limiting group size
    - implementing basic biosecurity measures to limit the spread of pests and diseases
    - using appropriate general and human waste disposal practices
    - adopting or developing participant codes of conduct for minimal impact and cultural respect
- format and inclusions of:
    - minimal impact plans
    - codes of conduct
- techniques used to determine the nature and degree of impact:
    - identifying the extent or spatial scale of the impact
    - identifying intensity or severity of the impact
    - identifying duration of the impact
    - evaluating stakeholder feedback or concerns
- protocols for making contact and communicating with people, organisations and Indigenous communities to enable effective consultation.

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Assessment Conditions

Assessment must ensure use of:

- at least one site inspection of the setting where the proposed outdoor recreation activities will be delivered
- information about the setting to allow the individual to assess its characteristics and any regulatory or other requirements that apply:
  - environmental, cultural and heritage characteristics of the setting and any unique aspects
  - environmental management strategies and minimal impact codes implemented by land managers or custodians for the setting
  - any regulated parameters of land use
  - any requirements for permits or permissions and conditions that relate to the use of appropriate minimal environmental practices and cultural protocols
- template or sample:
  - minimal impact plans for recreational activities
  - codes of conduct
- stakeholders with whom the individual can interact; these can be:
  - stakeholders in an industry environment, or
  - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - evaluating feedback from delivery personnel and stakeholders about minimal impact practices
  - modifying aspects of practices according to evaluation.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete recreational SCUBA dives to a maximum depth of 18 metres and to respond to problematic and emergency situations involving self and dive buddy. It also requires the ability to assemble and dissemble equipment and to complete basic maintenance at the water's edge.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure air, equipment, and other services to engage in recreational open water diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan dives.	1.1. Determine site, depth and duration of dives. 1.2. Identify hazards and medical problems and assess risks associated with use of equipment, site, depth and duration of dives. 1.3. Prepare dive plans for single and repetitive dives according to industry technical and safety criteria. 1.4. Calculate no decompression limits and maximum operating depth. 1.5. Use dive computer or dive tables, as required, to plan requirements.
2. Prepare for the dive.	2.1. Select and assemble dive equipment suited to conditions and dive requirements, and check for safe working condition. 2.2. Utilise dive computers or dive tables, as required, to finalise details of dive, according to industry technical and safety criteria. 2.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 2.4. Confirm protocols for communications between divers buddy and activity leaders. 2.5. Fit and adjust equipment and exposure suit to self, in conjunction with buddy, to ensure comfort and safety. 2.6. Complete buddy cross checks for all equipment. 2.7. Participate in pre-dive roll call.
3. Complete dives.	3.1. Utilise techniques to enter and exit the water according to conditions and own ability. 3.2. Execute controlled descents and ascents with buddy and equalise at appropriate times. 3.3. Adjust and maintain positive, neutral and negative buoyancy at appropriate times during dive. 3.4. Control underwater swimming and navigate a basic course. 3.5. Monitor depth and time throughout dive, according to

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	planned dive tables or use of dive computer data. 3.6. Monitor air supply, check pressure gauges regularly and communicate supplies with buddy. 3.7. Use techniques that minimise damage to the diving environment throughout all activities. 3.8. Participate in post-dive roll call and ensure dive log is completed. 3.9. Disassemble SCUBA gear on completion of dive.
4. Maintain safety and complete rescues.	4.1. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 4.2. Maintain buddy contact, cooperation and communication throughout dive. 4.3. Identify problematic or emergency situations promptly, and assist buddy with rescues. 4.4. Self-rescue from problematic or emergency situations. 4.5. Use an alternate air source and make controlled air sharing ascents.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy and support crew.
Numeracy skills to:	• interpret and calculate numerical data involving pressures, percentages and depths.
Teamwork skills to:	• work in harmony with a buddy diver to plan and complete safe dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete four open water dives each for different parameters
- prior to each dive, and at the water's edge:
  - assemble own diving equipment
  - inspect all equipment for safety and serviceability
  - fit and adjust equipment to self, including appropriate weights, in conjunction with buddy
  - complete a BWRAF (buoyancy, weights, releases, air, final) check in conjunction with buddy
- during each dive, use effective techniques to control:
  - entry and exit
  - descent and ascent
  - underwater swimming
  - buoyancy both underwater and at the surface
  - mouthpiece clearing for both snorkel and regulator
  - exchanges between regulator and snorkel, in-water at the surface
  - swimming at the surface using snorkel; fully geared
  - buddy contact, cooperation and communication, using correct signals for communication
  - navigation of a basic course with an underwater compass
- across all dives, collectively participate in simulations to respond to problematic and emergency situations and:
  - clear partially and fully flooded masks
  - remove and replace mask underwater
  - remove and replace SCUBA system in-water at the surface
  - remove and replace weight system and SCUBA kit in water too deep in which to stand
  - use an alternate air source to provide air to and receive air from a diver, and make controlled air sharing ascents
  - provide buddy assistance for two situations
- after each dive, disassemble SCUBA gear.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for diving activities
- factors to consider when planning a dive:
  - dive location
  - objectives
  - abilities of self and buddy
  - depth and duration of dive
  - contingencies
- features of diving environments, particularly those relevant to local conditions, sufficient to understand the impacts on diving activities and locations:
  - water conditions:
    - temperature and thermocline
    - visibility
    - movements, currents, waves, tides
    - density of fresh and salt water
  - topography; bottom and shoreline
  - aquatic life; animals and plants
  - weather conditions
  - hazards and techniques used to safely negotiate these:
    - surface hazards
    - overhead obstructions
    - entanglement and entrapment in natural and constructed features
  - special environmental features, including any cultural and heritage features, minimal impact techniques specific to diving environments, and why these are important to conservation
  - any local regulations specific to diving
- how to use dive computers to
  - determine no-decompression limits for single and repetitive dives
  - properly plan and execute a dive
- features, function and operation of dive computers, and advantages of dive computers over dive tables when planning and completing dives
- the physics of diving; the physical principles of matter and their application to diving activities and hazards:
  - sound
  - light
  - buoyancy
  - pressure and gas laws
  - temperature

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- for the following medical problems related to diving, the causes, prevention, symptoms, first aid and treatment:
  - direct effects of pressure during descent, types of squeezes and barotrauma:
    - mask
    - suit
    - ears
    - sinuses
    - lungs
    - teeth
  - direct effects of pressure during ascent:
    - gas expansion – ears, sinuses, lungs, stomach, intestines and teeth
    - lung over pressurization and overexpansion injuries
    - vertigo
  - indirect physiological effects of pressure:
    - decompression illness
    - nitrogen narcosis
    - carbon dioxide excess and relationship to overexertion
    - oxygen toxicity
    - shallow water blackout and relationship to hyperventilation
    - issues related to contaminated air
  - other physiological and psychological problems:
    - drowning and secondary drowning
    - carotid sinus reflex
    - inadequate ventilation (hypoventilation)
    - atmospheric issues – hypothermia, hyperthermia, sunburn
    - bite and sting injuries from aquatic animals and plants
    - issues related to use of medication, drugs and alcohol
    - fatigue and exhaustion
    - stress and panic
    - over confidence
- for the following diving equipment, identifying features, functions, operation and, where relevant, how to fit and adjust for comfort and safety:
  - fins
  - face masks
  - snorkels
  - buoyancy control devices
  - exposure suits, booties and gloves of different grades suited to different conditions
  - weight ballast systems
  - cylinders and valves, cylinder support systems
  - regulators

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    - submersible pressure gauges
    - alternative air sources of different types
    - timing devices
    - depth gauges
    - underwater compasses
    - floats and flags
    - lights
    - emergency equipment carried by dive operators:
        - signalling devices, acoustical and visual
        - first aid kits
        - oxygen kits
- for all of the above equipment, how to inspect for safety and serviceability
- the purpose and importance of pre and post-dive roll calls
- inclusions of personal diving log books and the importance of completing after each dive
- communication protocols used between divers, buddies and activity leaders:
    - hand signals
    - noise signals such as rapping on cylinder
    - use of slates
    - use of signalling devices, acoustical and visual
- dive buddy systems and procedures used to:
    - cross check gear
    - maintain contact and cooperation
    - maintain common safety
- techniques used to:
    - enter and exit the water
    - descend and ascend using safety stops
    - swim underwater and at the surface in diving gear
    - maintain buoyancy both underwater and at the surface
    - use an alternate air source to provide air to and receive air from a diver, and make controlled air sharing ascents
    - rescue self and buddy from problematic and emergency situations.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either a boat or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction

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- the first two of the four required open water dives must include at least 20 minutes at a depth between 5 and 12 metres
- the last two of the four required open water dives must include at least 20 minutes at a depth between 5 to 18 metres
- no more than three dives can be completed in any one day
- the following resources must be available to replicate industry conditions of operation and also for the purpose of assessing the candidate's ability to identify features and operational use:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- underwater compasses
- signalling devices, acoustical and visual
- dive computers
- organisational safety and emergency response procedures for diving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess open water diving skills and to authorise the issuance of C-Card certification.

Links

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SISOSCB007 Inspect and fill SCUBA cylinders

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required visually inspect and fill SCUBA cylinders.

SCUBA cylinders are required to undergo cyclic inspection and can only be certified by a certified gas cylinder test station. This unit does not cover those specialist skills.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors and support staff.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Visually inspect, SCUBA cylinders.	1.1. Visually inspect cylinders prior to filling, according to organisational safety procedures and manufacturers' specifications. 1.2. Identify any non-compliant cylinders, tag and isolate from use according to organisational procedures 1.3. Remove cylinder boot and mesh, visually inspect exterior of cylinders for dents, gouges and corrosion.
2. Fill SCUBA cylinders.	2.1. Operate high pressure compressor according organisational safety procedures and manufacturers' specifications. 2.2. Fill cylinders with air to correct capacity and pressure. 2.3. Refit valve and clean and dry areas. 2.4. Complete leak testing and documentation according to organisational requirements. 2.5. Handle, store and restrain cylinders according to organisational safety procedures. 2.6. Test organisation’s air purity regularly to ensure it meets standards.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex and sometimes unfamiliar documents which can include organisational work health and safety procedures and templates, and manufacturers’ specifications.
Writing skills to:	• use fundamental sentence structure to complete fault tags and forms that require factual information.
Numeracy skills to:	• interpret, calculate and document numerical data involving pressures and percentages.
Planning and organising skills to:	• manage own timing and productivity to complete inspections and fills within organisational service times.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB007 Inspect and fill SCUBA cylinders

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- visually inspect, verify condition and certification, and fill four SCUBA cylinders
- complete all required documentation for the four inspections and fills
- utilise options provided in Assessment Conditions to identify two non-compliant or faulty cylinders and complete required documentation
- test the purity of organisation's air supply on two occasions and complete required documentation
- during all activities, consistently comply with organisational safety procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety procedures for inspecting and filling SCUBA cylinders
- provisions and requirements of the following Australian or international Standards that relate to inspecting and filling SCUBA cylinders:
  - Gas Cylinders
  - Filling of Portable Gas Cylinders
- issues that are checked prior to filling SCUBA cylinders:
  - currency of testing certification
  - condition of cylinder via visual inspection including exterior damage, corrosion and rust; deterioration of exterior paint
- features, functions and operation of equipment used to fill SCUBA cylinders:
  - air compressors and gauges
  - air storage banks
- manufacturers' specifications for use of equipment
- required pressures for SCUBA cylinders of different types and capacities
- procedures for testing purity of organisation's air supply
- inclusions of organisational inspection documents.

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Assessment Conditions

Skills must be demonstrated in a certified gas cylinder test station.

Assessment must ensure use of:

- SCUBA cylinders in different conditions, including those in poor condition
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to non-compliant or faulty cylinders
- air compressors and gauges
- air storage banks
- the current Australian or international Standards for:
  - Gas Cylinders
  - Filling of Portable Gas Cylinders
- cylinder tags
- template equipment fault reports
- organisational safety procedures for inspecting and filling SCUBA cylinders.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSCB008 SCUBA dive using Enriched Air Nitrox

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete recreational SCUBA dives using Enriched Air Nitrox (EANx). It also requires the ability to assemble and dissemble equipment and to complete basic maintenance at the water's edge.

EANx diving can be completed using dives tables but contemporary diving is usually completed using computerised equipment, and this is a requirement for this unit.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure gas mixes, enriched air equipment, and other services to engage in recreational Enriched Air Nitrox diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

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Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan EANx dives.	1.1. Determine site, depth and duration of dives. 1.2. Identify hazards and assess risks associated with use of EANx equipment, blend, site, depth and duration of dives. 1.3. Prepare EANx dive plans according to industry technical and safety criteria. 1.4. Use dive computer or dive tables, as required, to plan requirements. 1.5. Select and order EANx blend to meet dive requirements.
2. Analyse blend, select and assemble equipment.	2.1. Analyse supplied EANx blend using equipment according to manufacturers' calibration and analysis recommendations. 2.2. Complete all required pre-dive analysis logs. 2.3. Select and assemble dive equipment suitable for use with EANx gas blend. 2.4. Utilise EANx compatible dive computers to finalise details of dive, according to industry technical and safety criteria.
3. Dive using EANx.	3.1. Complete EANx dive according to dive plan and EANx industry technical and safety criteria. 3.2. Monitor depth and time throughout dive, according to dive plan using dive computer data. 3.3. Take remedial action to avoid hazards.
4. Disassemble and maintain equipment.	4.1. Maintain positive pressure in cylinder to avoid entry of atmospheric air. 4.2. Disassemble regulators and gauges according to industry technical and safety criteria. 4.3. Complete basic post dive maintenance of equipment compatible with elevated oxygen mix according to

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industry technical and safety criteria.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate complex and changeable numerical data involving pressures, percentages and depths.
Teamwork skills to:	• work in harmony with a buddy diver to complete safe dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB008 SCUBA dive using Enriched Air Nitrox

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete two EANx SCUBA dives, each for different parameters
- prior to each dive:
  - select a supplier and order a blend of EANx suitable for dive requirements
  - analyse and confirm blend requirements and complete required log documents
  - safely and accurately assemble all equipment in line with the particular requirements of EANx use
- during each dive, use effective techniques to control:
  - entry and exit
  - buoyancy
  - underwater swimming
  - ascent and descent
  - buddy management
- after each dive, disassemble equipment and complete basic maintenance tasks, at water's edge, in line with elevated oxygen mix effects on equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- compositions and recreational uses of:
  - standard air
  - Enriched Air Nitrox (EANx) within the range of 22% to 40% oxygen
  - EANx above 40% oxygen at a fundamental level of understanding
- different terminology and abbreviations used to described enriched air and composition, e.g. Enriched Air Nitrox, EANx22, Enriched Air 22, Enriched Air Nitrox 22, Nitrox 22
- primary benefits of using EANx, commonly used blends and benefits of different blends
- how use of EANx of different composition affects, or has no particular effect on:
  - no stop limits (no decompression limits)
  - decompression illness (DCI)
  - narcosis

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- the primary medical hazard of central nervous system oxygen toxicity (CNS toxicity) associated with use of EANx when diving:
  - causes
  - prevention
  - signs and symptoms
  - first aid treatments
- for Enriched Air Nitrox (EANx) cylinders:
  - why cylinders are dedicated for use with EANx, and hazards associated with mixing use of dedicated and standard compressed air cylinders
  - identifying features and their purpose including:
    - colours, colour bands, wording
    - visual inspection stickers (decals)
    - oxygen service standard stickers (decals)
    - contents stickers or tags
    - any unique markings required by local regulations
- for obtaining EANx and equipment:
  - quality standards that apply to provision of EANx
  - quality standards that apply to servicing cylinders
  - how to choose a quality provider for renting, filling, and servicing cylinders and other equipment to avoid risks to divers
- special usage, maintenance, service considerations and manufacturer's recommendations that can apply to the use of EANx with other equipment:
  - regulators
  - buoyancy control devices (BCD)
  - submersible pressure gauges (SPG)
- primary equipment related hazards associated with use of EANx and precautions taken to avoid risks:
  - fire and combustion when filling and analysing content of mixed gases
  - deterioration of equipment when exposed to high levels of oxygen
- processes to personally analyse and log the EANx blend in filled cylinders before use:
  - how to calibrate an oxygen analyser between uses using manufacturer's recommendations
  - how to use an oxygen analyser to determine the oxygen content using manufacturers' recommendations
  - how to complete logs
- how to use dive computers for use with EANx to:
  - determine no-decompression limits for single and repetitive dives
  - properly plan and execute a dive
  - determine PO2 and how to establish equivalent air depth mix
  - determine maximum operating depth (MOD)
- the advantages of dive computers over dive tables when planning and completing dives.

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Assessment Conditions

Skills must be demonstrated in an open water site suitable for EANx diving. Dives can be completed from either boats or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- clearly marked and designated Enriched Air Nitrox cylinders and valves, including stickers and tags which comply with local regulations
- buoyancy control devices with low-pressure inflators
- regulators suitable for use with enriched air
- submersible pressure gauges
- alternate air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- oxygen analysers
- dive computers compatible for use with EANx defined as a dive computers that calculate adjusted no stop (no decompression limits) and oxygen exposure for differing blends of enriched air
- Enriched Air fill log pages.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess enriched air nitrox SCUBA diving and to authorise the issuance of enriched air certification (C-Card).

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Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSCB009 SCUBA dive to depths between 18 and 40 metres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete deep recreational SCUBA dives to a maximum depth of 40 metres using equipment, diving and risk management techniques specific to deep diving.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants during SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure air, equipment, and other services to engage in recreational open water diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for deep recreational dives.	1.1. Determine specific and realistic objectives for deep recreational dives, accounting for time limits at depth. 1.2. Determine site, depth and duration of dives suited to own and buddy abilities. 1.3. Identify specific site hazards and medical problems associated with diving at depths beyond 18 metres and assess risks. 1.4. Prepare dive plans for single and repetitive deep dives according to industry technical and safety criteria. 1.5. Calculate no-decompression limits. 1.6. Use dive computer or dive tables, as required, to plan requirements.
2. Complete deep dives.	2.1. Select and assemble dive equipment suitable for use at depths beyond 18 metres. 2.2. Execute controlled descents and ascents holding a reference line as a tactile guide. 2.3. Execute controlled free descents and ascents using a reference point as a visual only guide. 2.4. Adjust buoyancy to account for diminishing cylinder weight. 2.5. Utilise deep diving breathing techniques to conserve air, and regularly monitor air supply and pressure gauges. 2.6. Maintain close physical and visual contact with buddy throughout all diving activities and share data from gauges or computer. 2.7. Use depth gauge and timing device or dive computer to measure and control ascent rate. 2.8. Complete appropriate safety stops during ascents according to industry technical and safety criteria.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy.
Numeracy skills to:	• interpret and calculate numerical data involving pressures, percentages and depths.
Teamwork skills to:	• work in harmony with a buddy diver to complete safe dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSCB009 SCUBA dive to depths between 18 and 40 metres

Modification History

Not applicable.

Performance Evidence

.Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete four open water dives each for different parameters over 18 metres and up to 40 metres depth
- during each dive, use effective deep diving techniques to control:
  - ascent and descent
  - buoyancy
  - underwater swimming
  - breathing for air conservation
  - buddy contact, cooperation and communication
- across the four dives execute:
  - one descent and ascent using a reference line as a tactile guide
  - one free descent and ascent using a reference point as a visual only guide.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- definition of recreational deep dives and recommended diving limits within maximum definitions
- specific objectives that typically relate to deep dives and reasons for setting limited objectives in line with reduced time available underwater
- environmental hazards associated with diving beyond 18 meters and techniques used to safely negotiate these:
  - cold water
  - low light levels and visibility
- specific medical problems related to diving at depths beyond 18 metres, the causes, prevention, symptoms, first aid and treatment:
  - nitrogen narcosis
  - decompression sickness
  - increased levels of stress and panic due to environmental conditions
- how to use dive computers for deep diving to:

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  - determine no-decompression limits for single and repetitive dives
  - properly plan and execute a dive
  - manage ascents
- features, function and operation of dive computers, and advantages of dive computers over dive tables when planning and completing deep dives
- identifying features, functions and operation of equipment used for deep diving:
  - purpose made regulators
  - purpose made submersible pressure gauges
  - alternative air sources
  - heavy grade exposure suits, booties and gloves
  - lines from support stations fitted with back up air supply
  - extra weight ballast systems
  - dive lights
- descent and ascent techniques:
  - holding a reference line as a tactile guide
  - slowing and stopping using a reference line while hands are occupied
  - using a reference point as a visual only guide for free descents and ascents – walls and sloping bottoms
  - head up descents and why these are important
- special considerations and techniques whilst deep diving for:
  - maintaining buddy contact
  - adjusting and maintaining buoyancy
  - breathing
- optimum ascent rates and times for safety stops during ascent and how to calculate these for different depths.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either boats or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- no more than three dives can be completed in any one day
- dives must include at least 15 minutes at a depth between 18 and 40 metres
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements

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- flag and surface float with weighted line for safety stops and back up air supply attached (support station).

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- dive computers
- lines for descents and ascents.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess deep diving skills.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SITTPPD010 Develop culturally appropriate tourism operations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan strategically for culturally appropriate business operations. It requires the ability to establish and operate a culturally appropriate tourism operation and to monitor its impact on local communities.

The unit applies to those in the tourism industry with managerial responsibilities in strategic planning and product development. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit is particularly relevant to those organisations whose products involve substantial cultural content, the inclusion of visits to culturally sensitive sites, or a high level of interaction between people of different cultures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning and Product Development

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan for culturally	1.1.Identify cultural issues for consideration at commencement

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appropriate tourism operations.	of planning process. 1.2. Consult individuals and communities about potential cultural issues and incorporate views into planning process. 1.3. Analyse economic and social community impacts and develop responses that provide social and economic returns to the community. 1.4. Proactively seek opportunities for new, innovative and more sustainable approaches. 1.5. Develop strategies that balance cultural appropriateness and economic viability.
2. Implement culturally appropriate tourism operations.	2.1. Develop codes of practice and procedures that show respect for cultural values, avoid cultural stereotyping and take account of intellectual property issues. 2.2. Conduct operations according to codes of practice and encourage participation from host communities. 2.3. Educate colleagues about other cultures and societies during the development process. 2.4. Promote the need for culturally appropriate behaviour throughout the organisation and with customers.
3. Evaluate operations.	3.1. Monitor and assess operations to ensure culturally appropriate practices are maintained. 3.2. Conduct regular consultation with stakeholders to obtain feedback. 3.3. Deal with operational issues and consider changes to continuously improve organisational practices.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret wide ranging information from a variety of potentially unfamiliar sources • develop complex documents that include a strategic and tactical focus • prepare consultation information.
Oral communication skills to:	• manage consultation with the broad community and key community stakeholders • facilitate information sessions.
Numeracy skills to:	• research statistical data

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	• estimate financial impacts of different strategies.
Problem-solving skills to:	• work with different community views about tourism.
Initiative and enterprise skills to:	• evaluate complex market and business information and develop strategic responses.
Planning and organising skills to:	• coordinate planning processes that involve multiple stages and inputs.

Unit Mapping Information

SITTPPD603 Develop culturally appropriate tourism operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTPPD010 Develop culturally appropriate tourism operations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a plan for a tourism operation that supports cultural sustainability and provide evidence of:
  - analysis of key cultural issues, including as appropriate analysis of:
    - access restrictions
    - cultural differences in styles of negotiation and communication
    - culturally appropriate activities
    - traditional and contemporary values and customs
    - use of appropriate staff
    - use of cultural information
  - consultation with key stakeholders
  - development of strategies and operational approaches that maximise positive impacts
  - identification and integration of best practice approaches
- develop codes of practices and procedures for the above culturally appropriate tourism operation that detail:
  - consultation and communication protocols
  - evaluation mechanisms
  - guidance materials for:
    - appropriate staff and customer behaviour in given situations
    - language skill requirements
    - negotiating contracts in cross-cultural situations
    - use of culturally sensitive information
  - staff selection:
    - involving appropriate people in both product development and delivery
    - appropriate staff for different situations
- implement the above plan for a culturally appropriate tourism operation, encouraging participation from host communities
- evaluate success of the above operation and identify potential areas for improvement.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level
- key stakeholders in the area and their roles in the tourism planning process
- current and emerging cultural tourism issues and trends relevant to above operation
- potential community impacts:
  - negative impacts:
    - damage to culturally sensitive areas or sites
    - effect on social structures
    - trivialisation of culture
  - positive impacts:
    - cultural benefits
    - economic benefits to local community
    - employment opportunities
    - greater understanding between host and visitor cultures
    - improved local facilities
  - visitor education
- environmental, social, cultural and economic aspects of the area that impact planning, including:
  - current economic status and profile of tourism
  - community attitudes
  - features of environmentally or culturally sensitive areas
  - natural and man-made attractions
  - main industries, past and present
  - socio-economic factors
  - features of the area in relation to other areas, either nearby or with similar profiles
- current tourism operators and product base in the area, and opportunities to extend these
- distribution and marketing networks currently supporting the tourism product base, and opportunities to extend these
- market competitors and the main features of those areas and their tourism strategies
- strategic planning methodologies, key stages and content requirements
- community consultation approaches and, features, costs and benefits of:
  - media strategies
  - consultation formats
  - stakeholder engagement.

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Assessment Conditions

Skills must be demonstrated in a destination, location, organisation or event for which a culturally sustainable operation can be established. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information about practices that support cultural sustainability
- current information and communications technology to support the research and planning process
- stakeholders relevant to the tourism operation and with whom consultations can take place; these can be:
  - host community
  - government authorities; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXINV001 Receive and store stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to check and take delivery of stock and appropriately store, rotate and maintain the quality of stock items.

It does not include specialist stock control processes for perishable foodstuffs which are covered by SITXINV002 Maintain the quality of perishable items.

The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to operational personnel who work with very little independence and under close supervision. They apply little discretion and judgement and follow predefined organisational procedures to report any stock-related discrepancies to a higher level staff member for action.

The unit applies to all tourism, travel, hospitality and event sectors and to any type of stock.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Inventory

Unit Sector

Cross-Sector

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Take delivery of stock.	1.1. Check incoming stock against orders and delivery documentation. 1.2. Identify, record and report discrepancies. 1.3. Inspect items for damage, quality and use-by dates and record findings according to organisational procedures. 1.4. Record details of incoming stock according to organisational procedures.
2. Store stock.	2.1. Promptly transport stock to, and store in, appropriate storage area. 2.2. Use safe manual handling techniques to avoid injury when moving and storing stock. 2.3. Label stock according to organisational procedures. 2.4. Report on excess stock according to organisational procedures.
3. Rotate and maintain stock.	3.1. Rotate stock for maximum use and minimum wastage. 3.2. Regularly check the quality of stock and report findings. 3.3. Safely dispose of all excess or spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts. 3.4. Maintain cleanliness of stock handling and storage areas, and identify and report problems. 3.5. Use stock control systems and equipment according to organisational speed and accuracy requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret order and delivery documentation, use-by dates, stock labels, and organisational procedures.
Writing skills to:	• record details of incoming stock and prepare simple reports about stock discrepancies and quality.
Oral communication	• make accurate verbal reports of stock discrepancies and quality.

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skills to:

Numeracy skills to:	• count incoming, stored, and rotated stock items.
Planning and organising skills to:	• conduct stock activities in a logical and time-efficient work flow.
Technology skills to:	• use a computer, keyboard and stock control software • use electronic stock control equipment.

Unit Mapping Information

SITXINV201 Receive and store stock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXINV001 Receive and store stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- receive, store and maintain six different stock deliveries
- correctly interpret stock orders and delivery documentation for items received in the above deliveries
- complete stock documentation relating to each of the above stock deliveries
- integrate into the above work activities:
  - security procedures
  - manual handling techniques
  - commercial time constraints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items
  - segregation of non-food items from food items that have potential to cross-contaminate
- stock control systems:
  - bin card system
  - imprest system
  - integrated point-of-sale system
  - ledger system
- stock control procedures and template documents and reports for:
  - ordering
  - levels
  - loss
  - performance

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  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation
  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock
- use of stock control equipment and software where appropriate
- specific industry sector, types of:
  - computerised stock control systems; their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock recording documentation
  - stock security systems
  - storage and their suitability for different kinds of stock
- specific organisation:
  - relevant stock
  - product life and storage requirements for specific goods
  - procedures for security, recording incoming stock, reporting on discrepancies, deficiencies, and excess stock
  - order and delivery documentation
- safe manual handling techniques for the receipt, transportation and storage of stock
- safe and correct use of equipment
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

Assessment Conditions

Skills must be demonstrated in an operational business where stock is received and stored. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and stock control software systems
- electronic equipment used for stock control
- diverse and comprehensive range of tourism, hospitality or event industry stock items
- organisation specifications:
  - current commercial stock recording procedures and documentation for the receipt and storage of stock.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXINV004 Control stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

The unit applies to all tourism, travel, hospitality and event sectors. The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are complex ordering and control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

The unit applies to stock control personnel who operate independently, have responsibility for others and make a range of decisions on the overall administration of stock.

It applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Inventory

Unit Sector

Cross-Sector

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain stock levels and records.	1.1. Use stock control systems and equipment to administer all stock control and ordering processes. 1.2. Monitor and maintain stock levels to meet organisational requirements. 1.3. Monitor stock security and adjust procedures as required. 1.4. Inform colleagues of their individual stock ordering responsibilities. 1.5. Maintain records of stock levels and create reports according to organisational procedures. 1.6. Monitor stock performance, and identify and report fast or slow-selling items. 1.7. Monitor and adjust stock reorder cycles.
2. Process stock orders.	2.1. Process orders for stock according to organisational procedures. 2.2. Maintain stock levels and record current accurate details. 2.3. Check and record incoming stock against purchase and supply agreements.
3. Minimise stock losses.	3.1. Regularly check storage of stock and ensure its protection. 3.2. Identify, record and report stock losses. 3.3. Identify avoidable losses and establish reasons for them. 3.4. Recommend solutions and implement procedures to prevent future losses.
4. Follow-up orders.	4.1. Monitor delivery of stock to ensure agreed deadlines are met. 4.2. Liaise with suppliers to ensure continuity of supply. 4.3. Resolve routine supply problems or refer to appropriate person for action. 4.4. Distribute stock within the organisation according to required allocations.
5. Organise and administer stocktakes.	5.1. Organise stocktakes at appropriate intervals. 5.2. Allocate stocktaking responsibilities to staff and supervise the operation of the stocktake. 5.3. Produce accurate stocktake reports within designated timelines.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures.
Writing skills to:	• prepare detailed reports on stock levels, performance, losses and stocktakes.
Oral communication skills to:	• discuss reasons for stock losses with staff.

Numeracy skills to:	• calculate:
	  • supplier costs and complex order costs
	  • complex details of stock on hand and stock losses and produce complex numerically-based reports
	• reconcile incoming stock and invoices against purchase orders.

Teamwork skills to:	• direct staff on ordering responsibilities and supervise staff participation in stocktakes.
Planning and organising skills to:	• efficiently order and maintain stock so that stock levels meet organisational requirements.
Technology skills to:	• use a computer, keyboard and stock control software • use electronic stock control equipment.

Unit Mapping Information

SITXINV401 Control stock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXINV004 Control stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- order, control and administer continuous and efficient supply relating to at least six different types of stock items
- use stock control procedures to monitor and maintain stock levels for the above items over a stock life cycle period that includes a stocktake
- produce and distribute stock control reports
- complete above stock order and reporting activities within commercial time constraints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items
  - segregation of non-food items from food items that have potential to cross-contaminate
- stock control systems:
  - bin card system
  - imprest system
  - integrated point-of-sale system
  - ledger system
- stock control procedures, template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation

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  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock
- use of stock control equipment and software where appropriate
- specific industry sector:
  - types of computer stock control systems used, their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock
  - methods to monitor and maintain stock levels
- specific organisation:
  - relevant stock and product life and storage requirements for specific goods
  - departmental or individual stock ordering responsibilities
  - full content of stock control and security procedures
  - sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - full content of stock ordering procedures and documents
  - stock reorder cycles
  - stock level reports
  - stock performance reports
  - stock loss reports
  - full content of stocktake procedures, documents and reports
  - reasons for stock loss and damage and methods to control these
- considerations in the protection of stock:
  - avoiding cross contamination
  - correctly applying humidity and temperature controls
  - correct ventilation
  - securing stock
  - storing stock in correct location and conditions to avoid damage
  - treating pest and vermin infestations.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where stock levels are monitored and maintained. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure access to:

- computers, printers and stock control software systems
- electronic equipment used for stock control
- diverse and comprehensive range of tourism, travel, hospitality or event industry stock items that are monitored and maintained
- current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXMPR002 Create a promotional display or stand

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to create a display or stand for promotional purposes. It requires the ability to identify the objectives of the promotion, determine the audience, select all display components and assemble the display or stand.

The unit applies to all industry sectors. Individuals working with some level of independence create displays at promotional events or within their own workplaces. This includes sales and marketing personnel, managers, and owner-operators of small businesses. Displays may be used to promote any product, service, or event; a group of products cooperatively marketed, or even a whole city, region or tourism precinct.

This unit does not cover the skills of a specialist display designer or visual merchandiser.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing and Public Relations

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1. Make preparations for display or stand.	1.1. Determine display or stand objectives in consultation with appropriate colleagues. 1.2. Obtain operational information to assist in display or stand preparation to allow time for adequate planning. 1.3. Plan display or stand to meet target audience needs. 1.4. Select and organise adequate display supplies and transportation arrangements according to display plan. 1.5. Identify need for, and seek assistance from, display specialists where appropriate.
2. Create display.	2.1. Create or dress display or stand, making creative use of available materials and supplies. 2.2. Consider the elements and principles of design in creating the display. 2.3. Use display techniques that maximise visual appeal of display and reflect nature of product or service being promoted. 2.4. Use display equipment correctly and safely. 2.5. Check display or stand to ensure safety of colleagues and customers. 2.6. Disassemble display safely and according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret information about the needs of the target audience and operational aspects of the display or stand.
Numeracy skills to:	• work with concepts of size, space and layout.
Problem-solving skills to:	• evaluate options for creative display.
Planning and organising skills to:	• coordinate practical and creative aspects of display creation.

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Unit Mapping Information

SITXMPR402 Create a promotional display or stand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXMPR002 Create a promotional display or stand

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- create two different displays and dress two different promotional stands to meet specific organisational objectives
- use three of the following in the above displays and stands:
  - cultural artefacts
  - fabric
  - flags
  - freestanding display options
  - local produce
  - printed materials
  - product samples
  - signs
  - three-dimensional (3-D) materials
- create the above displays and stands:
  - applying the elements and principles of design
  - safely and within typical workplace time constraints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- industry contexts in which displays are used:
  - information centre displays
  - promotional functions
  - shopping centre promotions
  - trade and consumer shows
  - window displays
- information to be considered when preparing a promotional display or stand:
  - budget allocation
  - floor plans

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  - nature of display area
  - need for utilities
  - need for waste management
  - work health and safety requirements
  - security
  - set-up times and duration
  - type of surface on which display is to be created
- materials and equipment used for display in different locations and settings
- elements and principles of design as they apply to the creation of displays
- visual merchandising techniques using commonly available materials, and techniques for maximising the effectiveness of collateral in displays
- work health and safety practices for transporting, carrying and assembling the display or stand
- safety issues associated with the construction and operation of promotional displays and stands in different venues.

Assessment Conditions

Skills must be demonstrated in an operational business environment or activity. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- display space or promotional stand
- display and promotional materials used in the relevant industry sector
- display supplies:
  - adhesives and velcro
  - audio-visual systems
  - balloons and other decorations
  - collateral materials
  - computers
  - floral arrangements and potted plants
  - furniture
  - mobiles
  - pins
  - scissors
  - string.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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TLIC2025 Operate four wheel drive vehicle

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to operate a four wheel drive vehicle safely in a range of conditions in accordance with the relevant state/territory legislated roads and traffic licence requirements.

It includes driving a four wheel drive vehicle on roads, traversing gradients, ascending and descending steep gradients, and operating in rugged terrain. It also includes using vehicle equipment/controls and completing pre- and post-operational checks.

Recognised driver's licence or provisional car licence must be held prior to commencing this unit of competency.

Driving involves the application of four wheel drive vehicle operating principles and procedures to maintain the safety and operation of a four wheel drive vehicle across a variety of on-road and off-road contexts.

Driving is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

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

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate four wheel drive vehicles on roads	1.1 Pre-start checks of vehicle and equipment are carried out in accordance with manufacturer specifications and roadworthy requirements
	1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.3 Tyres are checked for pressure suitable for terrain and/or changed in accordance with manufacturer and workplace procedures
	1.4 Vehicle fuel, water and any ancillary equipment are checked before starting vehicle journey in accordance with manufacturer and workplace procedures
	1.5 Loads are secured in accordance with workplace and legislative requirements
	1.6 Vehicle is driven on-road and off-road in accordance with legislative and workplace requirements, at appropriate operating speeds for road or track conditions and hazards
	1.7 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in surrounding terrain
	1.8 Road conditions are constantly monitored, negotiated and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
	1.9 Vehicle is parked and shut down in accordance with workplace and manufacturer requirements
2 Operate vehicle on, or across a gradient	2.1 Intended vehicle path is inspected prior to negotiating **gradient**
	2.2 Loads are secured in accordance with workplace and legislative requirements
	2.3 Appropriate gear and/or range are selected and engine revolutions are maintained to ensure constant traction

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	2.4	Vehicle is driven on-road and off-road in accordance with legislative and workplace requirements at appropriate speeds for conditions and gradient hazards
	2.5	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in, on or across a gradient
	2.6	Gradient conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
3 Operate vehicle ascending a steep gradient	3.1	Intended vehicle path is inspected prior to negotiating ascent
	3.2	Appropriate gear and/or range are selected to ascend grade, and engine revolutions are maintained to ensure constant traction
	3.3	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation while ascending a steep gradient
	3.4	Stall recovery techniques are applied in accordance with manufacturer and workplace procedures
	3.5	Ascent conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
4 Operate vehicle descending a steep gradient	4.1	Intended vehicle path is inspected prior to negotiating gradient
	4.2	Appropriate gear and/or range are selected to descend grade, and engine revolutions are maintained to ensure constant traction
	4.3	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation while descending a steep gradient
	4.4	Stall recovery techniques are applied in accordance with manufacturer and workplace procedures
	4.5	Descent conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained

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5	**Operate vehicle in rugged terrain**	5.1	Intended vehicle path is inspected prior to negotiating rugged terrain
		5.2	Appropriate gear and/or range are selected to negotiate rugged terrain and engine revolutions are maintained to ensure constant traction
		5.3	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in surrounding terrain
		5.4	Vehicle chains are fitted in accordance with manufacturer instructions and environmental conditions, as required
		5.5	Vehicle load is inspected, positioned and secured to maximise traction for four wheel driving
		5.6	Rugged conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
6	**Complete operations**	6.1	Vehicle is parked and shut down in accordance with workplace and manufacturer requirements
		6.2	Faults or malfunctions are corrected and/or reported in accordance with manufacturer and workplace requirements
		6.3	Vehicle and equipment are cleaned and stored after use in accordance with workplace requirements
		6.4	Documentation and journey reports are completed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to TLIC2025A Operate four wheel drive vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC2025 Operate four wheel drive vehicle

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- cleaning and storing vehicles and equipment
- communicating effectively with others
- completing relevant documentation
- conducting pre-start checks
- demonstrating low-risk driving behaviours
- identifying and correcting minor operational faults
- identifying job hazards and taking required action
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information and signs
- using and adjusting vehicle equipment/controls as required:
  - brakes
  - electronic traction control
  - freewheeling hubs
  - gears/range
  - heating and cooling systems
  - jacks
  - tyres
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- documentation and record keeping requirements
- effect of hard surface driving (such as transmission wind up) on a 4x4 system
- effect of loads while negotiating a gradient
- effect on centre of gravity of changing fluid loads
- efficient driving techniques and safe driving strategies
- environmental impact of 4x4 driving
- hazards and risks associated with traversing cross gradients
- hazards that may exist when operating a four wheel drive vehicle in on-road and off-road situations, and action to minimise, control or eliminate identified hazards
- low risk driving behaviours:
  - creating and maintaining crash avoidance space
  - protecting crash avoidance space
  - road rules and directions
  - space and time management
- pre- and post-operational checks and related action
- problems that may occur when operating a four wheel drive vehicle, and action that can be taken to report or resolve the problems
- relevant land management procedures and regulations
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- vehicle equipment/controls, instruments and indicators, and their use
- vehicle handling procedures and techniques for a range of road and track conditions
- workplace procedures for operating a four wheel drive vehicle in both on-road and off-road situations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

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Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions in a four wheel drive vehicle typical of that used in industry.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIC3004 Drive heavy rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to drive a heavy rigid vehicle safely in compliance with relevant state/territory road and traffic authority licence requirements and regulations including road rules for heavy rigid vehicles.

It includes maintaining systematic and efficient control of all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Driving is performed with limited or minimum supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

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

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Drive heavy rigid vehicle**	**1.1**	Heavy rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer instructions
		1.2	Engine power is managed to ensure efficiency and performance, and to minimise engine and gear damage
		1.3	Engine operation is maintained within manufacturer specified torque range and temperature through effective gear selection and smooth transition in gear changes
		1.4	Heavy rigid vehicle braking system is managed and operated to ensure effective vehicle control under all conditions
		1.5	Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
		1.6	Heavy rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
		1.7	Heavy rigid vehicle is parked, shut down and secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
		1.8	Over width and overweight permit applications are completed and submitted in accordance with relevant regulatory requirements, as required
		1.9	Appropriate procedures are followed in a driving emergency
2	**Monitor traffic and road conditions**	**2.1**	Most efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
		2.2	Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment loads and facilities
3	**Monitor and maintain vehicle performance**	**3.1**	Vehicle performance is maintained through pre-operational inspections and vehicle checks
		3.2	Performance and efficiency of vehicle operation is monitored during use
		3.3	Defective or irregular performance or malfunctions are

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reported to appropriate authority

3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to TLIC3004A Drive heavy rigid vehicle.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC3004 Drive heavy rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required actions to minimise, control or eliminate identified hazards
- carrying out pre-operational checks
- completing relevant documentation
- demonstrating low-risk driving behaviours
- monitoring and anticipating traffic hazards and taking appropriate actions
- monitoring performance of vehicle and its equipment, and taking appropriate action, as required
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly in accordance with regulatory requirements and workplace procedures.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions, and related actions that can be taken
- fatigue management strategies and on-road techniques
- heavy rigid vehicle controls, instruments and indicators, and their use
- heavy rigid vehicle handling procedures
- lifestyles that promote effective long-term fatigue management

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- pre-operational checks carried out on heavy rigid vehicle and related actions
- principles of operation of air brakes and procedures for their use
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant state/territory road and traffic authority road rules, regulations, permits and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- workplace driving and operational instructions.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory road and traffic authority.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or simulations
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID1002 Shift a load using manually-operated equipment

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to shift loads using manually-operated mechanical equipment in compliance with the relevant work health and safety (WHS)/occupational health and safety (OHS) regulation within the transport and logistics industry.

It includes assessing the risks associated with relocating the load, planning the relocation process, carrying out the relocation with the aid of the equipment in accordance with the plan and refurbishing the equipment and worksite.

Work is performed under some supervision generally within a team environment.

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

Pre-requisite Unit

Not applicable.

Competency Field

D - Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Assess risks	1.1 Products, goods or materials to be relocated are identified and

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associated with relocating load		assessed for the appropriate relocation method
	1.2	Storage location is determined
	1.3	Routes to be followed are identified
	1.4	Points of balance are estimated
	1.5	Effect of moving contents, which may be loose, liquid, dangerous or hazardous, are considered
	1.6	Risks in potential route/s are considered
	1.7	Lifting equipment to minimise potential risks is identified
	1.8	Appropriate personal protective equipment is determined and worn
	1.9	Tools, load shifting equipment and other materials are selected and checked for serviceability and defects are reported to supervisor
2 Plan load relocation	2.1	Load is examined to determine condition, length, bulk and weight
	2.2	Load shifting equipment is selected in accordance with workplace procedures
	2.3	Safe procedures for using lifting equipment are identified, including the calculation of safe working load (SWL) and/or working load limit (WLL) for weight of goods to be moved
	2.4	Process for relocating load is proposed including predicting and planning for potential difficulties
	2.5	Proposed process is checked against relevant code of practice and workplace procedures for compliance
	2.6	Lifting equipment and accessories are checked for safe operation in accordance with manufacturer’s instructions and workplace procedures
	2.7	Personal protective equipment is selected and worn in accordance with WHS/OHS requirements
3 Relocate load	3.1	Unsafe equipment is reported to appropriate personnel in accordance with workplace procedures
	3.2	Load is broken down, where applicable, to allow handling and moving a number of single items to ensure the maximum

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	weight of 500 kg is not exceeded
	3.3 Mechanical aids and field machines are constructed, when required, by the approved shifting method, so the load can be shifted in accordance with job instructions
	3.4 Safe working limits for lifting equipment are identified and maintained
	3.5 Planned process and route are followed using equipment within necessary range of limitations
	3.6 Relocated materials are set down without damage to goods, personnel or equipment and are checked for stability
	3.7 Relocation is checked to see it meets work requirements and variances are reported
4 Refurbish equipment and worksite	4.1 Site is cleaned and cleared of debris and unwanted material
	4.2 Field machines, tools and equipment are cleaned, inspected, serviced, maintained and stored in accordance with standard procedures
	4.3 Documentation is completed in accordance with standard procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID1002A Shift a load using manually-operated equipment.

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Links

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Assessment Requirements for TLID1002 Shift a load using manually-operated equipment

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist when shifting loads using manually-operated equipment
- communicating and working effectively with others when using manually-operated equipment to shift loads
- completing documentation related to work activities
- identifying load limits for lifting
- identifying manual operating equipment and their capabilities
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading and interpreting instructions, procedures, information and signs relevant to shifting loads using manually-operated equipment
- relocating a load safely
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- housekeeping standards and procedures
- method for splicing and maintaining cordage and SWL
- problems that may arise when using manually-operated equipment to shift loads, and actions that should be taken to prevent or solve these problems
- relevant knots and lashings
- relevant WHS/OHS procedures and guidelines concerning the use of manually-operated equipment to shift loads
- relevant slings and securing devices
- risks when using manually-operated equipment to shift loads, and related precautions to control these risks
- site layout and obstacles
- workplace procedures and policies for shifting goods and materials using manually-operated equipment.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2004 Load and unload goods/cargo

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to load and unload goods and cargo in accordance with relevant state/territory roads and traffic authority regulations/permit requirements.

It includes loading and unloading goods and cargo, securing and protecting a load and completing all required documentation.

Work is performed under general supervision within a team environment.

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

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Load and unload goods/cargo**	1.1	Load characteristics are identified and taken into account when determining appropriate loading and unloading workplace procedures
		1.2	Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
		1.3	Dangerous or hazardous goods are identified and handled in accordance with the current Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements
		1.4	Load is packed/unpacked to make safe and effective use of available spaces
		1.5	Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures
		1.6	Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation
		1.7	Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load
		1.8	Goods requiring special handling and/or documentation are identified and workplace procedures are followed
		1.9	Relocated material is restacked appropriate for transport method, safe height, weight loading, size and crushability of goods
2	**Secure and protect load**	2.1	Load distribution is checked to ensure it is even, legal and within safe working capacity
		2.2	Load is checked to ensure dangerous goods and hazardous substances are appropriately segregated in accordance with current ADG Code
		2.3	Load is secured using correct load restraint and protection equipment for different loads, carrying and storage conditions
		2.4	Load is protected in accordance with legal and workplace safety requirements
3	**Complete**	3.1	Load is inspected and checked for security to travel, in accordance with relevant regulations/permit requirements

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documentation		and current ADG Code, as required
	3.2	All required goods documentation is completed in accordance with workplace requirements including current ADG Code, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2004A Load and unload goods/cargo.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2004 Load and unload goods/cargo

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying required action to minimise, control or eliminate identified hazards
- completing relevant documentation
- estimating load size, shape and special requirements and taking appropriate action
- identifying containers and goods coding, Australian Dangerous Goods (ADG) and International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels, and taking appropriate action
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in cargo and equipment in accordance with operating procedures
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information, signs and labels
- applying relevant legislation and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- chain of responsibility workplace procedures
- housekeeping workplace procedures
- national load restraint guidelines
- problems that may arise when loading and unloading goods and cargo and actions that should be taken to prevent or solve these problems
- relevant Australian and international regulations and codes of practice for handling and transporting dangerous goods and hazardous substances
- relevant Australian Standards and regulations including state/territory mass and loading regulations
- risks when loading and unloading goods/cargo and related precautions to control risk
- safe work methods for securing load
- security awareness requirements when loading and unloading vehicles and in particular recognising, isolating and reporting suspicious cargo and goods
- site layout and obstacles
- WHS/OHS procedures and guidelines concerning the lifting and movement of loads
- workplace procedures and policies for loading and unloading goods/cargo.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, national Load Restraint Guide (LRG), codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in

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industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2013 Move materials mechanically using automated equipment

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to move materials mechanically using automated equipment such as automatic guided vehicles, tow motors, low level order pickers, conveyor systems and mechanised pallet movers.

It includes selecting appropriate mechanical moving equipment, moving materials/goods in accordance with operational requirements, checking condition of materials/goods and completing all required documentation.

Work must be carried out in compliance with relevant work health and safety (WHS)/occupational health and safety (OHS) regulations concerning moving materials mechanically using automated equipment.

Work is performed under limited or minimum supervision.

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

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Select load moving equipment	1.1 Mechanised handling equipment, route to be taken and procedures to be used are selected appropriate to goods characteristics
	1.2 Dangerous goods and hazardous materials are identified and handled in accordance with codes of practice, WHS/OHS requirements and workplace procedures
2 Move goods	2.1 Hazards are identified, risks are assessed and control measures are implemented
	2.2 Goods are moved using selected materials handling equipment in accordance with WHS/OHS regulations, manufacturer instructions and workplace procedures
	2.3 Problems moving goods and materials using automated equipment are identified and reported in accordance with workplace procedures
3 Check goods and complete documentation	3.1 Relocated goods are inspected for possible damage during transit/movement and appropriate action is taken
	3.2 Appropriate documentation is completed to track moved goods in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to TLID2013A Move materials mechanically using automated equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2013 Move materials mechanically using automated equipment

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes during work activities
- communicating effectively with others
- ensuring servicing of automated equipment in terms of maintenance schedule and standard operating procedures
- implementing contingency plans
- monitoring and prioritising work activities in terms of planned schedule
- monitoring performance of automated equipment and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and include knowledge of:

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- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for using automated equipment to move materials mechanically
- problems that may occur and appropriate action that can be taken to resolve these problems
- purpose, characteristics, capabilities, requirements and limitations of automated materials moving equipment
- relevant regulations, workplace procedures and policies for using automated equipment to move materials mechanically
- relevant WHS/OHS and environmental protection procedures and guidelines
- risks when using automated equipment to move materials and related precautions to control the risks
- site layout and obstacles.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- automated equipment such as:
  - automatic guided vehicles
  - tow motors
  - low level order pickers
  - conveyor systems
  - mechanised pallet movers
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLILIC0002 Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in unit Application
- Minor changes and re-ordering of Performance Evidence
- Minor changes and re-ordering of Knowledge Evidence
- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit unit specifies the skills and knowledge required to safely operate a vehicle loading crane with a Maximum Rated Capacity (MRC) of 10 metre tonnes or more. Competence in this unit, does not in itself result in a High Risk Work Licence (HRWL) to operate this plant.

Vehicle loading crane means a crane mounted on a vehicle for loading and unloading the vehicle.

A person undertaking this unit must hold:

- a current National HRWL to perform dogging or a current certification for a specific VET course for HRWL to perform dogging that has been issued by, or on behalf of a WHS Regulator.

A person performing this work is required to hold a vehicle loading crane HRWL.

This unit requires a person operating a slewing vehicle loading crane with an MRC of 10 metre tonnes or more to:

- plan for the work/task
- prepare for the work/task
- perform work/task
- pack up

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit of competency.

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements.

The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate the relevant licencing class as detailed in this unit.

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Pre-requisite Unit

Not applicable

Competency Field

LIC - Licencing Units

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work/task	**1.1** Task requirements are identified from work orders or equivalent and a lift plan is confirmed with associated personnel and a site inspection is conducted in accordance with workplace procedures
	1.2 Work area operating surface is confirmed to determine the quality of ground suitability for operational use of vehicle loading crane in accordance with workplace procedures
	1.3 Vehicle loading crane rated capacity (RC) and the lifting gear Working Load Limit (WLL) are established for the load/s and work/task requirements in accordance with manufacturer requirements and workplace procedures
	1.4 Appropriate paths for operating the vehicle loading crane and moving and placing load/s in work area are assessed and determined in accordance with workplace procedures
	1.5 Relevant hazard identification and risk elimination/control measures are applied and advised to associated personnel in accordance with workplace procedures

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	1.6	Traffic management plan implementation is confirmed and followed in accordance with workplace procedures
	1.7	Appropriate communication procedures are identified and tested with associated personnel in accordance with workplace procedures
	1.8	All tasks are confirmed to ensure requirements for the relevant work area in accordance with workplace procedures
Prepare for work/task 2	**2.1**	Consultation with workplace personnel is established and maintained to ensure all crane and lifting operations are clear and consistent with site requirements in accordance with a lift plan and workplace procedures
	2.2	Risk control measures for hazards identified are checked for implementation in accordance with the lift plan and safe work procedures
	2.3	Vehicle loading crane controls are accessed safely in accordance with manufacturer requirements and safe work procedures
	2.4	Pre-start vehicle loading crane checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with safe work procedures and manufacturer requirements
	2.5	Vehicle loading crane is set up correctly with any lifting gear as per the lift plan in accordance with relevant manufacturer requirements including load chart/s and safe work procedures
	2.6	Boom/jib and lifting gear are set up as required in accordance with specific manufacturer requirements and safe work procedures
	2.7	Vehicle loading crane is stabilised appropriately in accordance with the lift plan, relevant manufacturer requirements and safe work procedures
	2.8	Operational checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures

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	2.9	Vehicle loading crane logbook is inspected and is correct for the crane type, is completed and signed and required rectifications have been signed off in accordance with manufacturer requirements and safe work procedures
	2.10	Weather and work environment conditions are assessed to determine any impact on vehicle loading crane operations in accordance with manufacturer requirements and safe work procedures
Perform work/task 3	**3.1**	Lifts are determined within the RC of the vehicle loading crane in accordance with the load chart/s and lift plan
	3.2	Boom/jib and hook block are safely positioned over the load following directions from associated personnel in accordance with the lift plan and safe work procedures
	3.3	Lifting gear is connected to the load and used safely in accordance with the lift plan, safe work procedures and manufacturer requirements
	3.4	Test lift is carried out in accordance with dogging and safe work procedures
	3.5	Loads are transferred using relevant crane movements and tag lines as required, in accordance with lift plan and safe work procedures
	3.6	Load and crane movement is monitored constantly and crane is operated safely in accordance with lift plan and safe work procedures
	3.7	All required communication signals are correctly interpreted and followed whilst crane is operated in accordance with the lift plan and safe work procedures
	3.8	Load is lowered and landed safely in accordance with lift plan and safe work procedures
	3.9	Lifting gear is disconnected from load and crane is positioned safely and efficiently for next task in accordance with lift plan and safe work procedures

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4	**Pack up**	**4.1** Crane boom/jib, lifting gear and associated equipment is stowed and secured as required in accordance with manufacturer requirements and safe work procedures
		4.2 Relevant motion locks and brakes are applied as required in accordance with manufacturer requirements and safe work procedures
		4.3 Stabilisers are stowed and secured in accordance with manufacturer requirements and safe work procedures
		4.4 Crane is shut down and secured to prevent unauthorised access/use in accordance with safe work procedures
		4.5 Plates or packing are stowed and secured in accordance with safe work procedures
		4.6 Shut down crane checks are carried out in accordance with safe work procedures and manufacturer requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non -essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLILIC0012 Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLILIC0002 Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in unit Application
- Minor changes and re-ordering of Performance Evidence
- Minor changes and re-ordering of Knowledge Evidence
- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant communication signals from associated personnel
- applying relevant crane movements including:
  - boom/jib up and down (luffing)
  - catching load swing appropriately
  - positioning and using main hook and lifting gear to connect to load safely
  - raise and lower hoist
  - slew boom/jib
  - telescope in and out
- applying relevant mathematical calculations in conjunction with lift plan and load chart to determine radius requirements and relevant lifting gear to perform work/task to enable crane to be configured for load including:
  - boom
  - Stabiliser positioning
  - type of hook
- carrying out operational checks ensuring:
  - all controls are located, identified and tested for functionality
  - all hydraulic functions are operated
  - lifting gear movements and control functions are smooth and comply with lift plan
  - hazard warning systems, safety, audible and visual warning devices are checked for to ensure they are functional including:
    - reversing beepers

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    - lights
    - horns
  - start-up is in accordance with manufacturer requirements and safe work procedures
  - there are no unusual noises
  - crane control functions comply with operating requirements
- communicating with other associated personnel through using appropriate worksite procedures which including:
  - 2-way radio
  - active listening
  - demonstrating and interpreting hand signals
  - questioning to confirm understanding
  - signage
  - whistles
  - written instructions
- completing the pre-start check including:
  - engine / mechanical fluid level checks as required by manufacturer requirements
  - presence of correct logbook
  - evidence of damage
  - fluid leaks
  - lights work effectively
  - locating, identifying and confirming all controls
  - fire extinguisher
  - safety equipment checks
  - signage and labels to ensure they are visible and legible
  - checking for signs of paint separation and stressed welds indicating potential structural weakness
  - tyres and wheels for damage/wear and correct inflation
  - updating records as required
  - visual damage or equipment faults
- complying with Commonwealth, state and territory Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) legislation
- conducting and applying risk and hazard assessment strategies including:
  - confirming work area operating surface suitability based on crane and task requirements
  - dynamic loads
  - ground conditions including condition of surface and slopes
  - load swing
  - overloading
  - lifting and placing load
  - tyre pressures and tyre condition

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  - asymmetric loads
  - overhead hazards including electric lines and service pipes
  - restricted and poorly ventilated areas
  - risk of collision with people, moving plant and fixed structures
  - adequate lighting
  - traffic including pedestrians, vehicles and other plant
  - weather conditions
- confirming and following traffic management plan procedures relevant to their role in the work area
- determining any defects or faults with operation of crane and reporting to relevant person/s
- ensuring risk control measures within the work area are effective as per workplace procedures
- identifying, isolating, and tagging out defective lifting equipment and reporting to authorised person/s
- interpreting and confirming relevant documentation for the work task and relevant area
- maintaining three points of contact whilst accessing load surface area of vehicle loading crane and ensure rungs / steps are free of hazards
- monitoring load disconnection from hook is safe and ensuring no movement of controls
- operating a vehicle loading crane configured to its rated capacity (RC) of 10 metre tonnes or more to lift and move four different loads using the main hook through an obstacle course using all crane operational controls while the load is in full view of the crane operator. Loads must consist of:
  - a load of >50% of the Rated Capacity (RC) of the crane with a boom length of >75%, and
  - a round load with a minimum diameter of 300 mm and minimum length of 3 m that requires a dogger to sling, and
  - an asymmetrical load that requires a dogger to sling, and
  - stillage containing at least ten scaffolding standards or containing a load of steel pipes of equivalent weight that requires a dogger to sling
- positioning the vehicle loading crane for safe operation for:
  - application of the task
  - manoeuvring in the workplace
  - stability of the vehicle loading crane and the load
- positioning vehicle loading crane in relevant area for next task
- recording and maintaining accurate information relating to crane operations
- reporting to relevant person/s on site risk control measures that are not in place or deficient
- setting up and validating an exclusion zone
- shutting down a vehicle loading crane in accordance with manufacturer requirements and safe work procedures
- stabilising a vehicle loading crane for operation by:
  - correctly positioning plates or packing
  - deploying stabilisers
  - establishing correct size plates or packing in accordance with lift plan

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  - levels are checked
- test-lifting load just clear of lifting plane to allow for checks to be safely made in consultation with associated personnel (dogger or rigger) to ensure:
  - slinging is correct
  - all crane equipment is functioning properly
  - load centre of gravity is correct
  - loads of unusual shape or weight distribution are correctly slung
- using communications signals including:
  - hoist down - hand and whistle and radio
  - hoist up - hand and whistle and radio
  - luff boom down - hand and whistle and radio
  - luff boom up - hand and whistle and radio
  - slew left - hand and whistle and radio
  - slew right - hand and whistle and radio
  - stop - hand and whistle and radio
  - telescope in - hand and whistle and 2-way radio (where manufacturer requirements allow)
  - telescope out - hand and whistle and 2-way radio (where manufacturer requirements allow).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- appropriate worksite communication procedures including:
  - listening
  - hand signals
  - questioning techniques
  - signage
  - two-way radios
  - written instructions
  - whistles
- characteristics and impact of factors affecting vehicle loading crane stability whilst moving loads including:
  - overloading
  - poor load placement
  - asymmetric loads
  - tyre deflation/condition
- crane, lifting gear load chart/s and manufacturer requirements
- hazards including:
  - pack up and crane stability, crane tipping and demolition sites

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  - ground stability including ground condition, recently filled trenches and slopes
  - insufficient lighting
  - obstacles or obstruction
  - other specific hazards and dangerous materials
  - overhead hazards including:
    - electric lines
    - service pipes
    - fixed structures
    - vegetation (trees)
  - traffic including pedestrians, vehicles and other plant
  - operations on unusual, uneven or difficult terrains
- lift impacting factors including:
  - centre of gravity
  - dynamic nature of load
  - flex/deflexion of load
  - length
  - radius of lift
  - weight
- manufacturer requirements on stabiliser procedures
- manufacturer requirements and instructions on shutting down and packing up crane
- mathematical calculations to:
  - estimate loads
  - radius requirements
  - relevant lifting gear to perform work/task
- prestart and operational checks required for a vehicle loading crane
- problems and appropriate response procedures to unplanned and/or unsafe situations and environmental conditions
- relevant documentation requirements and procedures for recording, reporting and maintaining workplace records and information
- relevant workplace instructions, safety information, emergency procedures
- risk assessment management and mitigation strategies including hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- roles and responsibilities of duty holders as per legislative obligations of Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) requirements and safe work / workplace procedures
- stability of load and avoidance of hazards using best crane practice including:

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  - allowing for boom deflection
  - boom/jib as low as possible
  - crane stability
  - gently accelerating and braking on slew/boom to minimise load swing
  - lowering load safely onto appropriate dunnage taking into consideration swing and restrictions of area
  - minimum boom/jib length
  - minimum speed
  - using handheld taglines as required
  - identification of incorrect sling of load
- starting procedure of crane as per manufacturer requirements
- set up of:
  - jib
  - fly jib (where fitted)
- vehicle loading crane characteristics and capabilities to allow crane configuration to suit a range of loads
- weather bureau forecasts and environmental conditions that could impact operation including:
  - lightning
  - wind
  - water impacted ground
  - Ultra Violet (UV) exposure
- work area suitability based on relevant ground reports including:
  - backfilled ground
  - bitumen
  - concrete
  - hard compacted soil
  - pre-contaminated soils
  - rock
  - rough uneven ground
  - soft soils
- workplace standards, requirements, policies and procedures for conducting operations for the vehicle loading crane.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

- Simulators must not be used in the assessment of this unit of competency.

Resources for assessment that must include access to:

- vehicle loading crane with a RC of 10 metre tonnes or more in safe/serviceable working order in accordance with manufacturers specifications
- appropriate loads as outlined in the performance evidence requirements
- appropriate personnel to sling and direct loads including:
- dogger or rigger
- communications equipment including:
- two-way radios
- whistles
- relevant personal protective equipment (PPE)
- relevant documentation for operating a vehicle loading crane with an RC of 10 metre tonnes or more including:
  - approved codes of practice and relevant guidance material
  - relevant Australian technical standards
  - manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable).

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLILIC0003 Licence to operate a forklift truck

Modification History

Release 1. This is a release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit specifies the skills and knowledge required to operate a forklift truck safely in accordance with all relevant legislative requirements. Competence in this unit, does not in itself result in a HRWL licence to operate this plant.

Forklift truck means a powered industrial truck equipped with lifting media made up of a mast and an elevating load carriage to which is attached a pair of fork arms or other attachments that can be raised 900 mm or more above the ground, but does not include a pedestrian-operated truck or a pallet truck.

A person performing this work is required to hold a forklift truck High Risk Work Licence (HRWL).

This unit requires a person operating a forklift truck to:

- plan for the work/task
- prepare for the work/task
- perform work/task
- pack up

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit of competency.

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements.

The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate the relevant licencing class as detailed in this unit.

Pre-requisite Unit

Not applicable

Competency Field

LIC - Licencing Units

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work/task	**1.1** Task requirements are identified from work orders or equivalent and confirmed with relevant people and site inspection is conducted in accordance with workplace procedures
	1.2 Work area operating surface is assessed to determine suitability for operational use of forklift truck in accordance with workplace procedures
	1.3 Suitability of forklift truck and attachment working load limit (WLL) is determined for the load/s and work/task requirements in accordance with manufacturer requirements and workplace procedures
	1.4 Working area is inspected and appropriate paths for operating the forklift truck and moving and placing load/s in work area are assessed and managed in accordance with workplace procedures
	1.5 Hazard and risk control measures are identified and reported to relevant person/s in accordance with workplace procedures
	1.6 Traffic management plan implementation is confirmed in accordance with workplace procedures
	1.7 Appropriate communication procedures are identified with relevant people in accordance with workplace procedures
	1.8 All work is confirmed to ensure coverage of work/task requirements for the relevant work area is in accordance with workplace procedures

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2	**Prepare for work/task**	**2.1**	Consultation with workplace person/s is maintained to ensure workplan is clear and consistent with site requirements in accordance with safe work procedures
		2.2	Weather and work environmental conditions are assessed to determine any impact on forklift truck operations in accordance with manufacturer requirements and safe work procedures
		2.3	Risk control measures for hazards identified are checked for implementation in accordance with safe work procedures
		2.4	Forklift truck is accessed in a safe manner in accordance with manufacturer requirements and workplace procedures
		2.5	Forklift truck logbook is checked in accordance with manufacturer, regulatory requirements and safe work procedures
		2.6	Pre-start checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with safe work procedures and manufacturer requirements
		2.7	Forklift truck is set up correctly with any relevant attachments as per work plan in accordance with relevant manufacturer requirements including data plate and safe work procedures
		2.8	Operational checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures
		2.9	Hazard and risk control measures are checked for implementation and communicated to people in the work area in accordance with safe work procedures
3	**Perform work/task**	**3.1**	Weight and positioning of load is assessed to ensure compliance with forklift truck data plate requirements and in accordance with safe work procedures

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	3.2	Forklift truck is operated safely in accordance with manufacturer requirements and safe work procedures
	3.3	Loads are monitored constantly when lifting, moving, lowering and placing to ensure stability of load and avoidance of hazards in accordance with safe work procedures
	3.4	Unplanned and unsafe situations are responded to in accordance with safe work procedures
	3.5	Loads are picked up, transported and placed using all forklift truck movements in accordance with safe work procedures
	3.6	Forklift truck is parked, switched off and isolated appropriately in accordance with manufacturer requirements and safe work procedures
4 Pack Up	**4.1**	Forklift truck shutdown procedures are carried out in accordance with manufacturer requirements and safe work procedures
	4.2	Forklift truck is secured to prevent unauthorised access/use in accordance with safe work procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLILIC2001 Licence to operate a forklift truck

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Links

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Assessment Requirements for TLILIC0003 Licence to operate a forklift truck

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying safe operating procedures for a forklift truck including:
  - maintaining safe operating speed
  - travelling with load lowered to an appropriate height for the terrain, operating surface and visibility in relation to direction of travel
- applying relevant forklift truck manufacturer requirements and data plate information and approved modifications to attachments fitted are in accordance with manufacturer requirements
- carrying out pre-start checks, including visual inspection which must include:
  - battery charge as required by manufacturer requirements
  - checking and interpreting data plate/s are relevant to the attachment and the forklift truck
  - checking for signs of paint separation and stressed welds indicating potential structural weakness
  - document evidence of damage
  - engine / mechanical fluid level checks including fuel as required by manufacturer requirements
  - ensuring availability of correct forklift truck logbook and updating records as required
  - ensuring forklift truck tynes or other attachment/s are securely fitted
  - ensuring seat and mirrors are adjusted appropriately and seat belt is functional
  - fluid leaks
  - lights are working effectively
  - safety equipment checks
  - signage and labels to ensure they are visible and legible
  - wheels and tyres for damage/correct inflation if applicable
- conducting and applying risk and hazard assessment strategies including:
  - insufficient lighting
  - other specific hazards including dangerous goods
  - overhead hazards and fixed structures, roof beams and doorways
  - restricted and poorly ventilated areas

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  - surface suitability based on forklift truck and task requirements
  - the risk of collision with people, moving plant and fixed structures
  - weather conditions
- complying with Commonwealth, State and Territory Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) legislation, regulations safe work and workplace procedures
- conducting operational checks, which must ensure:
  - all controls are located, identified and tested for functionality
  - all hydraulic functions operated to maximum extension and ensuring attachment (if fitted) movements and control functions are smooth and comply with operating requirements
  - hazard warning systems (e.g. reversing beepers, lights and horns) are functional
  - recording and maintaining accurate information relating to forklift truck operations
  - safety devices as fitted
  - start-up is in accordance with manufacturer requirements
  - steering, transmission and brake functions comply with operating requirements
  - there are no unusual noises
- confirming and following traffic management plan procedures relevant to their role in the work area
- conducting relevant procedures for refuelling and isolating fuel/power source as per manufacturer requirements using appropriate PPE
- determining relevant lifting attachment to perform work/task
- determining lift requirements including:
  - positioning of unusually balanced/shaped loads
  - centre of gravity
  - dynamic nature of load
  - tyne/attachment positioning
  - weight
- ensuring risk control measures within the work area are effective as per workplace procedures
- identifying, isolating and tagging out defective equipment and reporting to authorised person/s
- interpreting and confirming relevant documentation, workplace instructions, safety information, emergency procedures for the work task and relevant area
- interpreting workplace procedures in relation to various environmental conditions
- maintaining communication with other workplace personnel through using worksite procedures including:
  - audible and visual warning devices
  - signage
  - two-way radio
  - verbal instructions
  - written instructions
- maintaining three points of contact whilst accessing and egressing forklift truck and ensuring

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rungs / steps are free of hazards
- operating and monitoring safe forklift truck operations using minimum 250kg dynamic and non-dynamic loads that include:
  - aligning tynes/attachment to load
  - carrying out a lift to 75% of the maximum height
  - conducting trial lift to ensure forklift truck and load are stable, and load is safe to move
  - correctly using horns and mirrors in workplace
  - correctly positioning and using an observer to assist when operating with a load that may restrict vision or be placed out of vision of the operator
  - driving applicable to conditions and moving loads safely
  - driving a forklift truck safely with load in forward and reverse, while maintaining visibility through an obstacle course including:
    - an 'S' bend with a minimum 90 degrees left and right turn
    - ensuring load/s remains stable through pick up, transport and placement
    - forklift truck speed is appropriate to load and surroundings
    - lowering dynamic and non-dynamic loads to appropriate height for travel in forward and reverse
  - picking up, driving, manoeuvring and placing dynamic and non-dynamic loads safely at various heights within a compliant racking system
  - picking up, driving, manoeuvring and placing dynamic and non-dynamic loads safely into/onto an elevated, flat, stable area
  - tilting mast (or forks if applicable) to ensure balance of load
  - using gluts/dunnage appropriately and lowering load safely
  - using tilt and side shift (where fitted) safely to manoeuvre dynamic and non-dynamic loads into allocated space
- reporting to relevant person/s on site risk control measures that are not in place or are deficient
- setting up an exclusion zone
- securely parking forklift truck and isolating in appropriate position including:
  - minimising possible access by unauthorised person/s
  - tynes/attachment lowered to required position in accordance with manufacturer requirements
  - park brake applied
  - switching off, isolating fuel/power source and removing key according to workplace procedures
- shutting down a forklift truck in accordance with manufacturer requirements and workplace procedures

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

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- Australian and industry standards, codes of practice and guidelines to safely operate a forklift truck
- communication procedures including:
  - audible and visual warning devices
  - hand signals
  - questioning techniques
  - signage
  - traffic warning systems
  - two-way radio
  - written instructions
- forklift truck characteristics and capabilities, manufacturer requirements and instructions for any attachments
- impact of the following on the operation of the forklift truck including:
  - failure/loss of control including brakes and steering
  - failure of equipment during forklift truck operations
  - forklift truck instability causes including:
    - deterioration of ground condition
    - overloading
    - pick up and placement of load
    - irregular loads
  - operating on ramps and uneven surfaces and in restricted spaces
  - use of forklift truck data plate and attachment data plate and appropriate methodology to determine weight of a load is appropriate for forklift truck and any attachment if fitted including the estimation or determination from:
    - labels on the actual load
    - markings on the actual load
    - paperwork such as consignment notes, running sheets and weighbridge dockets
    - weighing a carton and calculating load
- manufacturer requirements, instructions and operator's manual
- problems, and appropriate response procedures to unplanned and/or unsafe environmental conditions including:
  - wind
  - lightning
  - water/ice impacted surface/ground
  - rain
  - extreme heat
  - Ultra violet (UV) exposure
- problems and equipment faults, and implementing appropriate response procedures to unplanned and/or unsafe situations including:
  - lock out and tag out procedures
- relevant procedures for refuelling and recharging forklift truck using appropriate PPE

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including:
  - gas bottle
  - connecting battery to charger and disconnecting battery from charger and reconnecting to forklift truck
  - refuelling
- procedures for recording, reporting and maintaining workplace records and information
- risk assessment process including hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- safe use and compliance of different types of attachments including:
  - bale clamps
  - carpet spike for carpet rolls
  - drum carrier
  - jib attachment
  - paper roll clamps
  - personnel work platforms
  - rotators
  - slippers/fork extensions on tynes
- suitability and lifting capability of the attachment to be used
- shut down procedures for a forklift truck in accordance with manufacturer requirements
- traffic management plan procedures and requirements
- typical routine problems encountered operating a forklift truck and associated equipment, and adjustments required for correction
- workplace procedures including work plan which may be verbal, documented/written, or electronically generated
- work area operating surface suitability including issues with:
  - backfilled ground
  - bitumen (damaged, cracked)
  - concrete (damaged, cracked)
  - hard compacted soil
  - potholes
  - railway tracks
  - rough uneven or difficult terrain including sloping surfaces, uneven surfaces, steel decks and grates
  - soft soils
  - trench covers
- Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety

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and Health (OSH) requirements, safe work and workplace procedures

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

- Simulators must not be used in the assessment of this unit of competency.

Resources for assessment must include access to:

- a suitable forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe/serviceable condition in accordance with manufacturer requirements
- associated equipment for forklift truck operations
- suitable dynamic and non-dynamic loads
- suitable compliant racking system
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including:
  - approved codes of practice and relevant guidance material
  - relevant Australian technical standards
  - manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable)

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLILIC0008 Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in unit Application
- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit specifies the skills and knowledge required to operate a non-slewing mobile crane with a Maximum Rated Capacity (MRC) exceeding 3 tonnes safely, in accordance with all relevant legislative responsibilities. Competence in this unit, does not in itself result in a High Risk Work Licence (HRWL) to operate this plant.

A person undertaking this unit must hold:

- a current National HRWL to perform dogging or a current certification for a specific VET course for HRWL to perform dogging that has been issued by, or on behalf of a WHS Regulator

Non-slewing mobile crane means a mobile crane incorporating a boom or jib that cannot be slewed, and includes:

- an articulated mobile crane
- a locomotive crane
- but does not include vehicle tow trucks.

A person performing this work is required to hold a non-slewing mobile crane HRWL.

This unit requires a person operating non-slewing mobile crane with an MRC exceeding 3 tonnes to:

- plan the work/task
- prepare for the work/task
- perform work/task
- pack up

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit of competency. This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements.

The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate

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the relevant licencing class as detailed in this unit.

Pre-requisite Unit

Not applicable

Competency Field

LIC - Licencing Units

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work/task	**1.1** Task requirements are identified from work orders or equivalent and a lift plan is confirmed with associated personnel and a site inspection is conducted in accordance with workplace procedures
	1.2 Work area operating surface is confirmed to determine the quality of ground suitability for operational use of non-slewing mobile crane in accordance with workplace procedures
	1.3 Non-slewing mobile crane rated capacity (RC) and the lifting gear Working Load Limit (WLL) are established for the load/s and work/task requirements in accordance with manufacturer requirements and workplace procedures
	1.4 Appropriate paths for operating the mobile crane and moving and placing load/s in work area are assessed and determined in accordance with workplace procedures
	1.5 Relevant hazard identification and risk elimination/control measures are applied and advised to associated personnel in accordance with workplace

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			procedures
		1.6	Traffic management plan implementation is confirmed and followed in accordance with workplace procedures
		1.7	Appropriate communication procedures are identified and tested with associated personnel in accordance with workplace procedures
		1.8	All tasks are confirmed to ensure requirements for the relevant work area in accordance with a lift plan and workplace procedures
2	**Prepare for work/task**	**2.1**	Consultation with workplace personnel is established and maintained to ensure lift plan is clear and consistent with site requirements in accordance with a lift plan and workplace procedures
		2.2	Risk control measures for hazards identified are checked for implementation in accordance with the lift plan and safe work procedures
		2.3	Non-slewing mobile crane is accessed safely in accordance with manufacturer requirements and safe work procedures
		2.4	Pre-start crane checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures
		2.5	Mobile crane is set up correctly with any lifting gear as per the lift plan in accordance with relevant manufacturer requirements including load chart/s and safe work procedures
		2.6	Fly jib (if fitted) is set up as required in accordance with specific manufacturer requirements and safe work procedures
		2.7	Operational checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures

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		2.8	Crane logbook is checked to confirm current compliance, is correct for the crane type, is completed and signed and required rectifications have been signed off in accordance with manufacturer requirements and safe work procedures
		2.9	Weather and work environment conditions are assessed to determine any impact on mobile crane operations in accordance with manufacturer requirements and safe work procedures
3	**Perform work/task**	**3.1**	Lifts are determined within the RC of the non slewing mobile crane in accordance with the load chart/s and lift plan
		3.2	Boom/jib and hook block is safely positioned over the load following directions from associated personnel in accordance with the lift plan and safe work procedures
		3.3	Lifting gear where required is connected to the load and used safely in accordance with the lift plan, safe work procedures and manufacturer requirements
		3.4	Test lift is carried out in accordance with dogging and safe work procedures
		3.5	Loads are transferred using relevant crane movements and tag lines as required, in accordance with lift plan and safe work procedures
		3.6	Load and crane movement is monitored constantly and crane is operated safely in accordance with lift plan and safe work procedures
		3.7	All required communication signals are correctly interpreted and followed whilst crane is operated in accordance with the lift plan and safe work procedures
		3.8	Load is lowered and landed safely in accordance with lift plan and safe work procedures
		3.9	Lifting gear is disconnected from load and crane is positioned safely and efficiently for next task in accordance with lift plan and safe work procedures
4	**Pack Up**	**4.1**	Crane boom/jib, lifting gear and associated equipment is stowed and secured as required in accordance with manufacturer requirements and safe work procedures

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4.2 Relevant motion locks and brakes are applied as required in accordance with manufacturer requirements and safe work procedures

4.3 Crane is shut down and secured to prevent unauthorised access/use in accordance with safe work procedures

4.4 Post-operational crane checks are carried out in accordance with legislative responsibilities, safe work procedures and manufacturer requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non -essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLILIC3006 Licence to operate a non-slewing mobile crane (greater than 3 tonnes)

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLILIC0008 Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in unit Application
- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant mathematical calculations in conjunction with lift plan and load chart, radius requirements and relevant lifting gear to perform work/task to enable crane to be configured for load including:
  - boom
  - fly-jib (where fitted)
  - line pull
  - mobiling
  - type of hook
  - side slope derations
  - articulation derations
- applying relevant crane movements including:
  - boom/jib up and down (luffing)
  - positioning and using main and auxiliary hook and lifting gear to connect to load safely
  - raise and lower hoist
  - telescope in and out
  - travel and articulating (as required)
- communicating with other workplace personnel through using appropriate worksite procedures including:
  - 2-way radio
  - listening
  - making and interpreting hand signals
  - questioning to confirm understanding
  - signage

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  - verbal language
  - visual aids
  - whistles
  - written instructions
- complying with Commonwealth, state and territory Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) legislation and safe work procedures
- completing the pre-start check including:
  - battery power level as required by manufacturer requirements
  - engine / mechanical fluid level checks as required by manufacturer requirements
  - presence of correct logbook
  - evidence of damage
  - fluid leaks
  - lights work effectively
  - locating, identifying and confirming all controls
  - mirrors and seat are adjusted appropriately
  - safety equipment checks
  - signage and labels to ensure they are visible and legible
  - checking for signs of paint separation and stressed welds indicating potential structural weakness
  - tyres and wheels for damage/wear and correct inflation (Water/Air)
  - updating records as required
  - visual damage or equipment faults
- conducting and applying risk and hazard strategies including:
  - confirming work area operating surface suitability based on crane and task requirements
  - articulation of crane
  - dynamic loads
  - ground conditions including surface and slopes
  - impact of tyre inflation/condition
  - load swing
  - overloading
  - pick and placement of load
  - asymmetric loads
  - overhead hazards
  - restricted site/s and poorly ventilated area/s
  - risk of collision with people, moving plant and fixed structures
  - adequate lighting
  - weather conditions
- completing operational checks ensuring:
  - all controls are located, identified and tested for functionality

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  - all hydraulic functions are operated
  - lifting gear movements and control functions are smooth and comply with lift plan
  - hazard warning systems, safety, audible and visual warning devices are checked to ensure they are functional including:
    - reversing beepers
    - lights
    - horns
    - crane computer alarm (where fitted)
    - anti-two block alarms (where fitted)
  - start-up is in accordance with manufacturer requirements and workplace procedures
  - there are no unusual noises
  - steering, transmission and brake functions comply with operating requirements
- confirming and following traffic management plan procedures relevant to crane operator role in the work area
- determining any defects or faults with operation of crane and reporting to relevant person/s
- ensuring risk control measures within the work area are effective as per workplace procedures
- ensuring stability of load and avoidance of hazards by applying best mobile practice including:
  - allowing for boom deflection
  - boom/jib as low as possible
  - boom/jib in line with crane
  - carrying load near to ground surface
  - crane stability whilst manoeuvring load into position with drive/steering wheels and articulating as required
  - gently accelerating and braking to minimise load swing
  - lowering load safely and stably onto appropriate dunnage taking into consideration swing and restrictions of area
  - minimum boom/jib length
  - minimum speed
  - using handheld taglines/bridling
- following directions of dogger or rigger
- interpreting and confirming relevant documentation for the work task and relevant area
- inputting crane configuration into crane computer (where fitted) and checking operation to accurately reflect crane configuration
- interpreting and acting on communications signals including:
  - hoist down - hand and whistle and radio
  - hoist up - hand and whistle and radio
  - luff boom down - hand and whistle and radio
  - luff boom up - hand and whistle and radio
  - articulate left - hand and whistle and radio

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  - articulate right - hand and whistle and radio
  - stop - hand and whistle and radio
  - telescope in - hand and whistle and 2-way radio (where manufacturer requirements allow)
  - telescope out - hand and whistle and 2-way radio (where manufacturer requirements allow)
  - travel - hand and radio
- maintaining three points of contact whilst accessing crane and ensure rungs / steps are free of hazards
- monitoring load disconnection from hook is safe and ensuring no movement of controls
- observing relevant communication signals from relevant person
- operating an articulated non-slewing mobile crane with a rated capacity (RC) of 12 tonnes or greater to lift four different loads using the main hook through an obstacle course using all crane operational controls while the load is in full view of the crane operator. Loads must consist of:
  - a load of >50% of the Rated Capacity (RC) of the crane with a boom length of >75%, and
  - a round load with a minimum diameter of 300 mm and minimum length of 3 m that requires a dogger to sling, and
  - an asymmetrical load that requires a dogger to sling, and
  - travelling with a load of stillage containing at least ten scaffolding standards or containing a load of steel pipes of equivalent weight that requires a dogger to sling and a boom length of <75%
- positioning the non-slewing mobile crane for safe operation for:
  - application of the task
  - manoeuvring in the workplace
  - aligning of crane boom to the load
  - stability of the non-slewing mobile crane and the load whilst driving to load set down position
- recording and maintaining accurate information relating to crane operations
- reporting to relevant person/s on site risk control measures that are not in place or deficient
- setting up of:
  - fly jib (where fitted)
  - manual boom section (where fitted)
- setting up and validating an exclusion zone
- shutting down a non-slewing mobile crane in accordance with manufacturer requirements and workplace procedures
- stabilising a non-slewing mobile crane for operation by ensuring level and articulation (if required) is checked and within deration load chart requirements
- test-lifting load just clear of lifting plane to allow for checks to be safely made in consultation with associated personnel to ensure:
  - slinging is correct
  - all crane equipment is functioning properly
  - load centre of gravity is correct

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  - loads of unusual shape or weight distribution are correctly slung
- test-lifting load just clear of lifting plane to allow for checks of crane computer (where fitted) to ensure:
  - load measuring equipment can be used to verify calculated weight of load
  - near capacity loads do not overload crane

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- appropriate worksite communication procedures including:
  - listening
  - hand signals
  - questioning techniques
  - signage
  - two-way radios
  - written instructions
  - whistles
- crane configuration mathematical calculations to:
  - estimate loads
  - establish counterweight/s requirements (where fitted)
  - radius requirements
  - relevant lifting gear to perform work/task
- characteristics and impact of factors affecting non-slewing mobile crane stability whilst mobiling loads including:
  - side slope derations
  - articulation derations of crane
  - correct tyre pressure (inflation/condition)
  - driving safely on roadways
  - pick up and carry the load
- crane and lifting gear load chart/s and manufacturer requirements
- lift impacting factors including:
  - centre of gravity
  - dynamic nature of load
  - deflection of boom
  - length
  - radius of lift
  - weight
  - side slope derations
  - articulation derations of crane

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  - tyre inflation pressures
- hazards including:
  - pack up and crane stability, crane tipping and demolition sites
  - ground stability including ground condition, recently filled trenches and slopes
  - insufficient lighting
  - obstacles or obstruction
  - catching load swing appropriately
  - other specific hazards and dangerous materials
  - overhead hazards including:
    - electric lines
    - service pipes
    - fixed structures
    - Vegetation (Trees)
  - traffic including pedestrians, vehicles and other plant
  - operations on unusual, uneven or difficult terrains
- impact of factors affecting non-slewing mobile crane stability including:
  - overloading
  - pick up and placement of load
  - unbalanced loads
  - articulation of crane
  - correct tyre pressures (inflation/condition)
  - side slope derations
- manufacturer requirements and instructions on shutting down and packing up crane
- mobile non-slewing crane characteristics and capabilities to allow crane configuration to suit a range of loads
- relevant workplace instructions, safety information, emergency procedures
- relevant documentation requirements and procedures for recording, reporting and maintaining workplace records and information
- risk assessment management and mitigation strategies including hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- roles and responsibilities of duty holders as per legislative obligations of Work Health and Safety (WHS)/Occupational health and Safety (OHS)/Occupational Safety and Health (OSH) requirements and safe work/workplace procedures
- prestart and operational checks required for a non-slewing mobile crane
- starting procedure of crane as per manufacturer requirements
- set up of:

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  - jib
  - fly jib (where fitted)
  - manual boom section (where fitted)
- weather bureau forecasts and environmental conditions that could impact operation
- workplace standards, requirements, policies and procedures for conducting operations for the mobile non-slewing crane
- problems and applying appropriate response procedures to unplanned and/or unsafe situations and environmental conditions
- work area suitability based on relevant ground reports including:
  - backfilled ground
  - bitumen
  - concrete
  - hard compacted soil
  - pre-contaminated soils
  - rock
  - rough uneven ground
  - soft soils

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

- Simulators must not be used in the assessment of this unit of competency.

Resources for assessment must include access to:

- non-slewing articulated mobile crane with an MRC 12 tonnes or greater in safe/serviceable working order in accordance with manufacturer specifications
- appropriate loads as outlined in the performance evidence requirements
- associated personnel to sling and direct loads including:
  - dogger or rigger
- communications equipment including:
  - two-way radios
  - whistles

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- personal protective equipment (PPE)
- relevant documentation for operating a non-slewing mobile crane over 3 tonnes including:
  - approved codes of practice and relevant guidance material
  - relevant Australian technical standards
  - manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable).

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLILIC0010 Licence to operate a slewing mobile crane (up to 20 tonnes)

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in unit Application
- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit specifies the skills and knowledge required to safely operate a slewing mobile crane with a maximum rated capacity (MRC) up to 20 tonnes, in accordance with all relevant legislative responsibilities. Competence in this unit, does not in itself result in a High Risk Work Licence (HRWL) to operate this plant.

A person undertaking this unit must hold:

- a current National HRWL to perform dogging or a current certification for a specific VET course for HRWL to perform dogging that has been issued by, or on behalf of a WHS Regulator.

Slewing mobile crane means a mobile crane incorporating a boom or jib that can be slewed, but does not include:

- a front-end loader or
- a backhoe or
- an excavator or
- other earth moving equipment, when configured for crane operation.

A person performing this work is required to hold a slewing mobile crane with an MRC up to 20 tonnes high risk work (HRW) licence.

This unit requires a person operating a slewing mobile crane with an MRC up to 20 tonnes to:

- plan for the work/task
- prepare for the work/task
- perform work/task
- pack up

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit of competency.

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements.

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The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate the relevant licencing class as detailed in this unit.

Pre-requisite Unit

Not applicable

Competency Field

LIC - Licencing Units

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work/task	**1.1** Task requirements are identified from work orders or equivalent and a lift plan is confirmed with associated personnel and a site inspection is conducted in accordance with workplace procedures
	1.2 Work area operating surface is confirmed to determine ground suitability for operational use of mobile crane in accordance with workplace procedures
	1.3 Mobile crane rated capacity (RC) and the lifting gear Working Load Limit (WLL) are established for the load/s and work/task requirements in accordance with manufacturer requirements and workplace procedures
	1.4 Appropriate paths for operating the mobile crane and moving and placing load/s in work area are assessed and determined in accordance with workplace procedures
	1.5 Relevant hazard identification and risk elimination/control measures are applied and advised to associated personnel in accordance with workplace procedures

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	1.6	Traffic management plan implementation is confirmed in accordance with workplace procedures
	1.7	Appropriate communication procedures are identified with associated personnel in accordance with workplace procedures
	1.8	All crane and lifting operations are confirmed to ensure relevant work area requirements are correct in accordance with a lift plan and workplace procedures
2 Prepare for work/task	**2.1**	Consultation with workplace personnel is established and maintained to ensure lift plan is clear and consistent with site requirements in accordance with a lift plan and workplace procedures
	2.2	Risk control measures for hazards identified are checked for implementation in accordance with the lift plan and safe work procedures
	2.3	Mobile crane is accessed safely in accordance with manufacturer requirements and safe work procedures
	2.4	Pre-start mobile crane checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures
	2.5	Mobile crane is set up correctly with any lifting gear as and stabilised as per the lift plan in accordance with relevant manufacturer requirements including load chart/s and safe work procedures
	2.6	Fly jib is set up as required in accordance with specific manufacturer requirements and safe work procedures
	2.7	Operational checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures
	2.8	Crane logbook is checked to confirm current compliance, is correct for the crane type, is completed and signed and required rectifications have been signed off in accordance with manufacturer requirements and safe work procedures

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		2.9	Weather and work environment conditions are assessed to determine any impact on mobile crane operations in accordance with manufacturer requirements and safe work procedures
3	**Perform work/task**	**3.1**	Lifts are determined within the RC of the mobile crane in accordance with the load chart/s and lift plan
		3.2	Boom/jib and hook block is safely positioned over the load following directions from associated personnel in accordance with the lift plan and safe work procedures
		3.3	Main hook including any lifting gear, where required are connected to the load and used safely in accordance with the lift plan, safe work procedures and manufacturer requirements
		3.4	Test lift is carried out in accordance with dogging and safe work procedures
		3.5	Loads are transferred using relevant crane movements and tag lines as required, in accordance with lift plan and safe work procedures
		3.6	Load and crane movement is monitored constantly and crane is operated safely in accordance with lift plan and safe work procedures
		3.7	All required communication signals are correctly interpreted and followed whilst crane is operated in accordance with the lift plan and safe work procedures
		3.8	Load is lowered and landed safely in accordance with lift plan and safe work procedures
		3.9	Lifting gear is positioned for safe disconnection from the load and crane is positioned for next task in accordance with lift plan and safe work procedures
4	**Pack up**	**4.1**	Crane boom/jib, lifting gear and associated equipment is stowed and secured as required in accordance with manufacturer requirements and safe work procedures
		4.2	Crane fly jib is removed to storage position and secured as required in accordance with manufacturer requirements and safe work procedures
		4.3	Relevant motion locks and brakes are applied as required in accordance with manufacturer requirements

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and safe work procedures

4.4 Outriggers, plates and/or packing are stowed and secured in accordance with manufacturer requirements and safe work procedures

4.5 Crane is shut down and secured to prevent unauthorised access/use in accordance with safe work procedures

4.6 Shut down crane checks are carried out in accordance with safe work procedures and manufacturer requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non -essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLILIC3008 Licence to operate a slewing mobile crane (up to 20 tonnes)

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLILIC0010 Licence to operate a slewing mobile crane (up to 20 tonnes)

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in unit Application
- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant mathematical calculations in conjunction with lift plan and load chart to determine radius requirements and relevant lifting gear to perform work/task to enable crane to be configured for load including:
  - boom
  - counterweight/s
  - fly-jib
  - line pull
  - outrigger positioning
  - type of hook
- applying relevant crane movements including:
  - boom/jib up and down (luffing)
  - catching load swing appropriately
  - positioning and using main and auxiliary hook and lifting gear to connect to load safely
  - raise and lower hoist
  - slew boom/jib
  - telescope in and out (where manufacturer requirements allow)
  - travel
- carrying out operational checks ensuring:
  - all controls are located, identified and tested for functionality
  - all hydraulic functions are operated
  - lifting gear movements and control functions are smooth and comply with lift plan
  - hazard warning systems, safety, audible and visual warning devices are checked for to ensure they are functional including:

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    - reversing beepers
    - lights
    - horns
    - crane computer alarm (where fitted)
    - anti-two block alarms (where fitted)
  - start-up is in accordance with manufacturer requirements and safe work procedures
  - there are no unusual noises
  - steering, transmission and brake functions comply with operating requirements
- conducting and applying risk and hazard assessment strategies including:
  - confirming work area operating surface suitability based on crane and task requirements
  - dynamic loads
  - load swing
  - overloading
  - pick and placement of load
  - tyre pressures or track condition
  - asymmetric loads
  - overhead hazards
  - restricted and poorly ventilated areas
  - risk of collision with people, moving plant and fixed structures
  - adequate lighting
  - weather conditions
- complying with Commonwealth, state and territory Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) legislation and safe work procedures
- communicating with other associated personnel through using appropriate workplace procedures which including:
  - 2-way radio
  - active listening
  - demonstrating and interpreting hand signals
  - questioning to confirm understanding
  - signage/visual aids
  - whistles
  - written instructions
- completing the pre-start check including:
  - boom wiring harness connection
  - engine / mechanical fluid level checks as required by manufacturer requirements
  - ensure rungs / steps are free of hazards
  - fire extinguisher
  - fluid leaks
  - lights work effectively

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  - locating, identifying and confirming all controls
  - mirrors and seat are adjusted appropriately for the operator
  - presence of correct logbook
  - safety equipment checks
  - signage and labels to ensure they are visible and legible
  - checking for signs of paint separation and stressed welds indicating potential structural weakness
  - tyres and wheels for damage/wear and correct inflation
  - updating records as required
  - visual damage or equipment faults
- confirming and following traffic management plan procedures relevant to their role in the work area
- determining any defects or faults with operation of crane, recording in relevant documentation and reporting to relevant person/s
- ensuring risk control measures within the work area are effective as per safe work procedures
- following directions of dogger or rigger
- inputting crane configuration into crane computer (where fitted) and checking operation to accurately reflect crane configuration
- interpreting and acting on communications signals including:
  - hoist down - hand and whistle and 2-way radio
  - hoist up - hand and whistle and 2-way radio
  - luff boom down - hand and whistle and 2-way radio
  - luff boom up - hand and whistle and 2-way radio
  - slew left - hand and whistle and 2-way radio
  - slew right - hand and whistle and 2-way radio
  - stop - hand and whistle and 2-way radio
  - telescope in - hand and whistle and 2-way radio (where manufacturer requirements allow)
- telescope out - hand and whistle and 2-way radio (where manufacturer requirements allow)
- interpreting and confirming relevant documentation for the work task and relevant area
- maintaining three points of contact whilst accessing crane
- monitoring load disconnection from hook is safe and ensuring no movement of crane operational controls
- operating a slewing mobile crane configured to a rated capacity (RC) of between 7tonne and up to 20tonne to lift and move four different loads using the main hook through an obstacle course including a 180-degree minimum slew using all crane operational controls while the load is in full view of the crane operator. Loads must consist of:
  - a load of >50% of the Rated Capacity (RC) of the crane with a boom length of >75%, and
  - stillage containing at least ten scaffolding standards or containing a load of steel pipes of equivalent weight that requires a dogger to sling, and
  - an asymmetric load that requires a dogger to sling, and
  - a round load with a minimum diameter of 300 mm and minimum length of 3 m that requires a dogger to sling

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- positioning the mobile crane for safe operation for:
  - application of the task/s
  - manoeuvring in the workplace
  - the stability of the mobile crane and the load
- recording and maintaining accurate information relating to crane operations
- reporting to relevant person/s on workplace control measures that are not in place or deficient
- setting up and validating an exclusion zone as per the lift plan
- shutting down a slewing mobile crane in accordance with manufacturer requirements and safe work procedures
- stabilising a slewing mobile crane for operation by:
  - correctly positioning plates or packing
  - deploying outriggers
  - establishing correct size plates or packing in accordance with the lift plan
  - levels are checked
- test-lifting load just clear of lifting plane to allow for checks to be safely made in consultation with associated personnel to ensure:
  - slinging is correct
  - all crane equipment is functioning properly
  - load centre of gravity is correct
  - loads of unusual shape or weight distribution are correctly slung
- test-lifting load just clear of lifting plane to allow for checks of crane computer (where fitted) to ensure:
  - load measuring equipment can be used to verify calculated weight of load
  - near capacity loads do not overload crane

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- appropriate workplace communication procedures including:
  - listening
  - hand signals
  - questioning techniques
  - signage
  - two-way radios
  - written instructions
  - whistles
- crane configuration mathematical calculations to:
  - estimate loads
  - radius requirements

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  - relevant lifting gear to perform work/task
- characteristics and impact of factors affecting non-slewing articulated mobile crane stability whilst mobiling loads compared to slewing crane including:
  - articulation of crane
  - correct tyre pressure (inflation/condition)
  - driving safely on public and private roadways
  - unique handling characteristics of a mobile articulated crane and the emergency procedures in the event of loss of control as per manufacturer recommendations
  - pick up and carry the load
  - side slope derations
- characteristics and impact of factors affecting vehicle loading crane stability whilst mobiling loads compared to slewing crane including:
  - correct tyre pressure (inflation/condition)
  - emergency procedures in the event of incident
  - position of operator
  - use of stabilizers
- characteristics and impact of factors affecting reach stacker stability whilst mobiling loads compared to slewing crane including:
  - correct tyre pressure (inflation/condition)
  - driving safely on road ways
  - emergency procedures in the event of incident
  - impact of boom height and steering on stability
  - use of stabilizers
- crane, lifting gear load chart/s and manufacturer requirements
- lift impacting factors including:
  - centre of gravity
  - dynamic nature of load
  - flex/deflexion of boom
  - length of load
  - radius of boom during lift
  - weight
- set up of:
  - jib
  - fly jib
- hazards including:
  - erection and pack up
  - crane stability
  - ground stability and condition including recently filled trenches and slopes
  - insufficient lighting
  - obstacles or obstruction

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  - other specific hazards and dangerous materials
  - overhead hazards including:
    - electric lines
    - service pipes
    - structures
    - vegetation (trees)
  - traffic including pedestrians, vehicles and other plant
  - operations on unusual, uneven or difficult terrains
- manufacturer requirements on outrigger procedures
- manufacturer requirements and instructions on shutting down and packing up crane
- mobile slewing crane characteristics and capabilities to allow crane configuration to suit a range of loads
- relevant workplace instructions, safety information, emergency procedures
- relevant documentation requirements and procedures for recording, reporting and maintaining workplace records and information
- risk assessment management and mitigation strategies including hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- roles and responsibilities of duty holders as per legislative obligations of Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) requirements, safe work and workplace procedures
- prestart and operational checks required for a slewing mobile crane
- weather bureau forecasts and environmental conditions that could impact operation including:
  - lightning
  - wind
  - water impacted ground
  - Ultra Violet (UV) exposure
- problems and appropriate response procedures to unplanned and/or unsafe situations and environmental conditions
- stability of load and avoidance of hazards using best crane practice including:
  - allowing for boom deflection
  - boom/jib as low as possible
  - carrying load near to ground surface
  - crane stability
  - gently accelerating and braking on slew/boom to minimise load swing
  - lowering load safely onto appropriate dunnage taking into consideration swing and

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    restrictions of area
    - minimum boom/jib length
    - minimum speed
    - using handheld taglines as required
    - identification of incorrect sling of load
- starting procedure of crane as per manufacturer requirements
- workplace standards, requirements, policies and procedures for conducting safe work operations for the mobile slewing crane
- work area suitability based on relevant ground reports including:
    - backfilled ground
    - bitumen
    - concrete
    - hard compacted soil
    - pre-contaminated soils
    - rock
    - rough uneven ground
    - soft soils

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

- Simulators must not be used in the assessment of this unit of competency.

Resources for assessment that must include access to:

- slewing mobile crane with a Maximum Rated Capacity (MRC) of between 7 tonnes to 20 tonnes in safe/serviceable working order in accordance with manufacturer specifications
- appropriate loads as outlined in the performance evidence requirements
- appropriate personnel to sling and direct loads including:
    - dogger or rigger
- communications equipment including:
    - two-way radios
    - whistles

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- relevant personal protective equipment (PPE)
- relevant documentation for operating a slewing mobile crane with a MRC up to 20 tonnes including:
  - approved codes of practice and relevant guidance material
  - relevant Australian technical standards
  - manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable).

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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SFI Seafood Industry

Modification History

Not applicable.

Credit Arrangements

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=e31d8c6b-1608-4d77-9f71-9ee749456273

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SFISS00015 Abalone Diver Environmental Management Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is equivalent to SFISS00012 Abalone Diver Environmental Management Skill Set. Unit SFIDIV304 Undertake emergency procedures in diving operations using SSBA included.

Description

This skill set is designed to prepare divers with the skills and knowledge to perform resource monitoring and environmental assessment of abalone fisheries.

Pathways Information

These units provide credit towards a large number of qualifications in the *SFI Seafood Industry Training Package*, including but not limited to *SFI30119 Certificate III in Aquaculture*, *SFI30219 Certificate III in Fishing Operations* and *SFI30419 Certificate III in Fisheries Compliance*.

Licensing/Regulatory Information

Licensing and regulatory requirements may apply to units SFIDIV302 and SFIDIV304. Occupational diving is regulated independently by each state and territory workplace health and safety authority. Users are advised to check with the relevant authority to confirm current requirements.

Skill Set Requirements

- SFIDIV302 Perform diving operations using SSBA
- SFIDIV304 Undertake emergency procedures in diving operations using SSBA
- SFIEMS401 Implement and monitor environmentally sustainable work practices
- SFIOBS301 Monitor and record fishing operations
- SFIOBS302 Collect reliable scientific data and samples
- SFIXSI402 Act to prevent interaction with protected species

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Target Group

This skill set is for divers working in abalone fisheries.

Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for abalone divers performing resource monitoring and environmental assessment of abalone fisheries.

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SFISS00016 Aquaculture Chemical Skill Set

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Description

This skill set is designed to prepare individuals with the skills and knowledge required to safely use aquaculture chemicals.

Pathways Information

These units of competency provide credit towards a number of qualifications in the SFI Seafood Industry Training Package, including SFI30119 Certificate III in Aquaculture.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- SFIAQU310 Apply control measures for predators and pests
- SFIAQU315 Apply control measures for diseases

Target Group

This skill set is for individuals who are responsible for preparing, applying, transporting and storing chemicals used to treat common aquatic diseases and pests.

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Suggested words for Statement of Attainment

These competencies from the SFI Seafood Industry Training Package and the AHC Agriculture, Horticulture and Conservation and Land Management Training Package meet industry requirements for safe chemical application in aquaculture.

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SFISS00017 Basic Aquatic Biosecurity Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Description

This skill set is designed to prepare individuals with the skills and knowledge required to take basic biosecurity measures in cleaning and sterilising aquatic work equipment and recognising signs of aquatic diseases and pests.

Pathways Information

These units provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including but not limited to *SFI20119 Certificate II in Aquaculture*, *SFI20219 Certificate II in Fishing Operations*, *SFI30119 Certificate III in Aquaculture and SFI30219 Certificate III in Fishing Operations*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIBIO201 Inspect and clean aquatic work equipment
- SFIBIO301 Identify and report signs of aquatic disease or pests

Target Group

This skill set is for individuals who have daily contact with aquatic stock and are responsible for incorporating biosecurity measures in their work to comply with biosecurity workplace and legislative requirements.

Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for applying basic aquatic biosecurity measures.

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SFISS00018 Aquatic Biosecurity Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Description

This skill set is designed to prepare individuals with the skills and knowledge required to recognise signs of aquatic disease and pests and apply biosecurity measures to minimise risk.

Pathways Information

These units provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including but not limited to *SFI30119 Certificate III in Aquaculture*, *SFI30219 Certificate III in Fishing Operations* and *SFI40119 Certificate IV in Aquaculture*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIBIO301 Identify and report signs of aquatic disease or pests
- SFIBIO401 Apply aquaculture biosecurity measures

Target Group

This skill set is for individuals who have daily contact with aquatic stock and are responsible for incorporating biosecurity measures in their work to comply with biosecurity legislative requirements.

Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for applying aquatic biosecurity measures.

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SFISS00020 Deckhand Induction Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is not equivalent to *SFISS00011 Deckhand Induction Skill Set*. Revised units.

Description

This skill set is designed to prepare entry level fishing workers with the skills and knowledge to undertake deckhand duties aboard a fishing vessel.

Pathways Information

These units provide credit towards the *SFI20219 Certificate II in Fishing Operations* in the *SFI Seafood Industry Training Package*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIFSH205 Apply deckhand skills aboard a fishing vessel
- SFIWHS201 Meet workplace health and safety requirements
- SFIXSI202 Maintain the temperature of seafood

Target Group

This skill set is for entry level fishing workers with no prior experience or qualifications in a fishing environment.

Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for induction of entry level fishing workers.

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SFISS00021 Environment Sustainability Management Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is not equivalent to *SFISS00001 Environment Management Systems Coordinator Skill Set*. Amended title to reflect broadened target group. SFIEMS401B Conduct an internal audit of an environmental management system removed.

Description

This skill set has been designed to address the skills and knowledge required to implement and monitor environmentally sustainable work practices, including preventing or minimising the impact of interactions with protected species.

Pathways Information

These units provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including the *SFI30219 Certificate III in Fishing Operations* and *SFI40119 Certificate IV in Aquaculture*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements are known to apply to this skill set at this time.

Skill Set Requirements

- SFIEMS401 Implement and monitor environmentally sustainable work practices
- SFIXSI402 Act to prevent interaction with protected species

Target Group

This skill set is for fishers and aquaculturists who are responsible for ensuring that environmentally sustainable work practice comply with environmental legislation and regulations.

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Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for implementing environmentally sustainable practices in the aquaculture and wild catch sectors of the seafood industry.

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SFISS00022 Fish Processor Induction Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is equivalent to *SFISS00010 Fish Processor Induction Skill Set*. Revised unis.

Description

This skill set is designed to provide an induction for entry level seafood processing workers.

Pathways Information

These units provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including but not limited to *SFI10119 Certificate I in Seafood Industry* and *SFI20319 Certificate II in Seafood Post Harvest Operations*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIPRO101 Clean fish
- SFIPRO103 Fillet fish and prepare portions
- SFIPRO104 Work with knives
- SFIWHS201 Meet workplace health and safety requirements
- SFIXSI101 Apply basic seafood handling and safety practices

Target Group

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

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Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet the industry requirements for induction of entry level seafood processing workers.

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SFISS00023 Fisheries Compliance for Industry Skill Set

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Description

This skill set is designed to prepare individuals with the skills and knowledge to comply with fisheries management legislative and regulatory requirements in relation to sustainability, biosecurity and fishing operations.

Pathways Information

These units of competency provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including *SFI30219 Certificate III in Fishing Operations***.**

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIBIO301 Identify and report signs of aquatic disease or pests
- SFIEMS201 Participate in environmentally sustainable work practices
- SFIFSH306 Manage and control fishing operations
- SFIOBS305 Collect routine fishery management data

Target Group

This skill set is for fishery operators who are required to comply with fisheries management legislation and regulations.

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Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for complying with fisheries management legislation and regulations.

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SFISS00024 Fisheries Compliance Surveillance Operations Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Description

This skill set is designed to prepare individuals who work as fisheries compliance officers with the skills and knowledge to plan and conduct surveillance operations according to legislative and jurisdictional requirements.

Pathways Information

These units may provide credit towards the *SFI40319 Certificate IV in Fisheries Compliance* of the *SFI Seafood Industry Training Package*.

Licensing/Regulatory Information

Regulatory requirements apply to this skill set. Users are required to check with the relevant jurisdiction for current requirements.

Skill Set Requirements

- SFICPL301 Maintain operational safety
- SFICPL402 Plan the surveillance operation
- SFICPL403 Operate and maintain surveillance equipment
- SFICPL404 Operate an observation post
- SFICPL405 Perform post-surveillance duties
- SFICPL406 Perform mobile surveillance

Target Group

This skill set is for fisheries compliance officers who work in teams to plan and carry out surveillance operations according to legislative and jurisdictional requirements including preparing surveillance products in support of court proceedings or other needs.

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Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for fisheries compliance surveillance operations.

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SFISS00025 Fisheries Resource Management Observer Skill Set

Modification History

Release	Comments
Release 2	This version released with SFI Seafood Industry Training Package Version 2.0.
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is equivalent to *SFISS00003 Fisheries Resource Management Observer Skill Set*. Revised units.

Description

This skill set is designed to prepare individuals with the skills and knowledge to conduct onboard observations of fishing activities and gather scientific data or information for research and resource management purposes.

Pathways Information

These units of competency may provide credit towards the *SFI30419 Certificate III in Fisheries Compliance* and *SFI40319 Certificate IV in Fisheries Compliance* of the SFI Seafood Industry Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIOBS301 Monitor and record fishing operations
- SFIOBS302 Collect reliable scientific data and sample
- SFIOBS304 Analyse and report onboard observations
- SFIOBS305 Collect routine fishery management data

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Target Group

This skill set is for observers, who are placed on fishing vessels for the purpose of onboard observations of fishing activities and the gathering of scientific data or information for research and resource management purposes. Observers do not have authority to monitor compliance with fisheries management regulations.

Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet the industry requirements for fisheries resource management observers.

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SFISS00026 Fishing Operator Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is not equivalent to *SFISS00004 Fishing Operator Skill Set*. Revised units. *SFICORE101C Apply basic food handling and safety practices* and *SFIFISH402C have been removed in this version.*

Description

This skill set is designed to provide individuals who have Maritime certification with skills and knowledge in fishing operations.

Pathways Information

These units provide credit towards the *SFI30219 Certificate III in Fishing Operations* in the *SFI Seafood Industry Training Package*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIFSH304 Adjust and position fishing gear
- SFIFSH305 Locate fishing grounds and stocks of fish

Target Group

This skill set is for qualified Coxswains or Master up to 24m Near Coastal recipients undertaking fishing operations.

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Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet the industry requirements for fishing operations.

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SFISS00027 Net Construction and Repair Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0. Supersedes and is equivalent to *SFISS00009 Net Construction and Repair Skill Set*. Revised units. *SFICORE103C Communicate in the seafood industry* and *SFICORE105B Work effectively in the seafood industry* have been removed.

Description

This skill set meets the needs of a small group of net makers who undertake net construction, net assembly and net repair work for the fishing and aquaculture sectors.

Pathways Information

These units provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including but not limited to *SFI20219 Certificate II in Fishing Operations* and *SFI30219 Certificate III in Fishing Operations*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIFSH201 Assemble and repair damaged netting
- SFIFSH303 Construct nets and customise design
- SFIWHS201 Meet workplace health and safety requirements

Target Group

This skill set is for net makers in the fishing industry.

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Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* meet industry requirements for net construction and net repair for the fishing industry.

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SFISS00028 Sector Representation Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 1.0.

Description

This skill set is designed to prepare individuals who work in the seafood industry with the skills and knowledge to represent their sector in community and/or industry forums.

Pathways Information

These units may provide credit towards a number of qualifications in the *SFI Seafood Industry Training Package*, including *SFI40219 Certificate IV in Seafood Post Harvest Operations*, *SFI50119 Diploma of Aquaculture* and *SFI50219 Diploma of Fisheries Compliance*.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- BSBLDR513 Communicate with influence
- SFIXSI401 Participate in a media interview or presentation

Target Group

This skill set is for aquaculturists, fisheries compliance staff, and seafood processors, retailers and distributors who represent, promote and negotiate on behalf of their sector in community and/or industry forums.

Suggested words for Statement of Attainment

These competencies from the *SFI Seafood Industry Training Package* and the *Business Services Training Package* meet industry requirements for representing the seafood industry in community and/or industry forums.

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SFISS00029 Aquatic Technology Induction Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Training Package Version 2.0

Description

This skill set is designed to prepare individuals with skills and knowledge requirements to commence using aquatic technology.

Pathways Information

These units of competency build on skills and knowledge attained in SFI20119 Certificate II in Aquaculture.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIAQU218 Prepare and use aquatic technology
- SFIWHS201 Meet workplace health and safety requirements

Target Group

This skill set is for new workers in aquatic environments.

Suggested words for Statement of Attainment

These competencies from the SFI Seafood Training Package meet the industry introductory requirements for aquatic technology.

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SFISS00030 Aquabotic Technology Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Training Package Version 2.0

Description

This skill set is designed to prepare individuals with skills and knowledge requirements to operate and maintain aquabotic technology.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30119 Certificate III in Aquaculture and provide specialist skills in aquabotic technology.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIAQU412 Operate aquabotic technology
- SFIAQU413 Maintain aquabotic technology

Target Group

This skill set is for aquaculture workers who are required to utilise aquabotic equipment.

Suggested words for Statement of Attainment

These competencies from the SFI Seafood Training Package meet the industry requirements for the use of aquabotic technology.

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SFISS00031 Aquatic Environmental Audit Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Training Package Version 2.0

Description

This skill set is designed to plan and conduct internal or external aquatic environmental audits.

Pathways Information

These units of competency build on skills and knowledge attained in SFI50119 Diploma of Aquaculture.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIEMS501 Plan an aquatic environmental audit
- SFIEMS502 Conduct an aquatic environmental audit

Target Group

This skill set is for workers who take part in environmental impact research and activity in an aquatic environment.

Suggested words for Statement of Attainment

These competencies from the SFI Seafood Training Package meet the industry requirements for planning and conducting an aquatic environmental audit.

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SFISS00032 Introduction to Working with Crocodiles Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to commence working with crocodiles in a farming, research or wildlife environment and in Australia waterways.

Pathways Information

These units of competency provide credit towards SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFICRO305 Prepare to work with crocodiles
- SFIWHS201 Meet workplace health and safety requirements
- SIRXCOM002 Work effectively in a team

Target Group

This skill set is for individuals who are introduced to working with or in the proximity of crocodiles.

Suggested words for Statement of Attainment

These competencies from the SFI Seafood Industry Training Package and relevant units from the SIR Retail Services Training Package meet the industry requirements for working with crocodiles at an introductory level.

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SFISS00033 Care for Crocodiles in a Controlled Environment Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to work on a crocodile farm, wildlife park or research facility.

Pathways Information

These units of competency provide credit towards SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- HLTAID013 Provide First Aid in remote or isolated site
- SFIAQU207 Monitor stock and environmental conditions
- SFICRO301 Support hatchery and juvenile crocodile care
- SFICRO303 Care for crocodiles over 1.2 metres in a controlled environment

Target Group

This skill set is for individuals who are working with crocodiles in a controlled environment.

Suggested words for Statement of Attainment

These competencies from the SFI Seafood Industry Training Package and the HLT Health Training Package meet the industry requirements for working with crocodiles in a controlled environment.

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SFISS00034 Hatchling and Juvenile Crocodile Care Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to look after hatchling and juvenile crocodiles on a crocodile farm, research facility or wildlife park.

Pathways Information

These units of competency provide credit towards SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFIAQU205 Monitor water quality
- SFIAQU207 Monitor stock and environmental conditions
- SFIAQU214 Control predators and pests
- SFICRO301 Support crocodile hatchery and juvenile crocodile care
- SFICRO305 Prepare to work with crocodiles

Target Group

This skill set is for individuals who are caring for hatchling and juvenile crocodiles in a controlled environment.

Suggested words for Statement of Attainment

These units of competency from SFI Seafood Industry Training Package meet the industry requirements for working with hatchling and juvenile crocodiles.

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SFISS00035 Crocodile Egg Harvesting Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to work with Australian traditional landowners harvesting crocodile eggs.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities
- HLTAID013 Provide First Aid in remote or isolated site
- SFICOM201 Communicate remotely
- SFICRO304 Harvest crocodile eggs
- SIRXCOM002 Work effectively in a team

Target Group

This skill set is for individuals who have experience in working in crocodile waterways.

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Suggested words for Statement of Attainment

These units of competency from SFI Seafood Industry Training Package, the HLT Heath Training Package and the SIR Retail Services Training Package meet the industry requirements for harvesting crocodile eggs.

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SFISS00036 Crocodile Relocation Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to transport and release crocodiles.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- HLTAID013 Provide First Aid in remote or isolated site
- SFICOM201 Communicate remotely
- SFICRO403 Capture transport and release crocodiles
- SIRXCOM002 Work effectively in a team

Target Group

This skill set is for individuals who have experience in working in crocodile waterways.

Suggested words for Statement of Attainment

These units of competency from SFI Seafood Industry Training Package, the HLT Heath Training Package and the SIR Retail Services Training Package meet the industry requirements for relocating crocodiles.

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SFISS00037 Crocodile Incident Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to take control and deal with a crocodile incident.

Pathways Information

These units of competency build on skills and knowledge attained in SFI50320 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.

Skill Set Requirements

- HLTAID013 Provide First Aid in remote or isolated site
- SFICOM201 Communicate remotely
- SFICRO401 Manage minor crocodile incidents in the wild
- SFICRO404 Euthanise or destroy crocodiles

Target Group

This skill set is for individuals who have experience in working in crocodile waterways and dealing with the media.

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Suggested words for Statement of Attainment

These units of competency from SFI Seafood Industry Training Package and the HLT Heath Training Package meet the industry requirements for managing minor crocodile incidents and euthanising or destroying crocodiles.

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SFISS00038 Crocodile Survey Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to conduct crocodile survey activity.

Pathways Information

These units of competency provide credits towards SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- HLTAID013 Provide First Aid in remote or isolated site
- SFICOM201 Communicate remotely
- SFICRO302 Conduct crocodile surveys
- SIRXCOM002 Work effectively in a team

Target Group

This skill set is for individuals who have experience in working in crocodile waterways on survey activity.

Suggested words for Statement of Attainment

These units of competency from SFI Seafood Industry Training Package, the HLT Heath Training Package and the SIR Retail Services Training Package meet the industry requirements for conducting crocodile surveys.

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SFISS00039 Crocodile Public Relations Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Industry Training Package Version 2.0.

Description

This skill set is designed to provide individuals with skills and knowledge to work in a crocodile public relations capacity.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30520 Certificate III in Working with Crocodiles.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

- SFICOM201 Communicate remotely
- SFICRO306 Work safely in crocodile habitats
- SITTPPD010 Develop culturally appropriate tourism operations

Target Group

This skill set is for individuals who work in crocodile habitats and who may have responsibilities for communicating with the public.

Suggested words for Statement of Attainment

These units of competency from SFI Seafood Industry Training Package; and the SIT Tourism, Hospitality and Events Training Package meet the industry requirements for maintaining public relations about crocodiles.

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SFISS00040 Scientific Diver Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Training Package Version 2.0

Description

This skill set is designed to prepare individuals with skills and knowledge requirements to conduct scientific diving. This skill set meets some of the workplace health and safety (WHS) regulatory compliance requirements for marine diving.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30119 Certificate III in Aquaculture and provide specialist diving skills using aquatic marine technology.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Skill Set Requirements

- AHCLPW305 Perform diving for scientific purposes
- SFIDIV303 Perform diving operations using SCUBA
- SFIDIV305 Undertake emergency procedures in SCUBA diving operations
- SFIOBS302 Collect reliable scientific data and samples
- SISOSCB007 Inspect and fill SCUBA cylinders
- SISOSCB008 SCUBA dive using Enriched Air Nitrox

Target Group

This skill set is for workers who are required to utilise aquatic diving technology.

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Suggested words for Statement of Attainment

These competencies from the SFI Seafood Training Package, the AHC Agriculture, Horticulture and Conservation and Land Management Training Package and the SIS Sport, Fitness and Recreation Training Package meet the industry requirements for diving for scientific purposes.

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SFISS00041 Aquaculture Diver Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Training Package Version 2.0

Description

This skill set is designed to prepare individuals with skills and knowledge requirements to conduct diving activity in aquaculture. This skill set meets some of the WHS regulatory compliance requirements for diving in aquaculture.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30119 Certificate III in Aquaculture and provide specialist diving skills using diving technology.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Skill Set Requirements

- SFIDIV301 Work effectively as a diver in the seafood industry
- SFIDIV302 Perform diving operations using SSBA
- SFIDIV304 Undertake emergency procedures in diving operations SSBA
- SFIDIV306 Perform underwater work in the aquaculture sector
- SISOSCB007 Inspect and fill SCUBA cylinders
- SISOSCB008 SCUBA dive using Enriched Air Nitrox

Target Group

This skill set is for workers in aquaculture who are required to conduct diving operations.

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Suggested words for Statement of Attainment

These competencies from the SFI Seafood Training Package and the SIS Sport, Fitness and Recreation Training Package meet the industry requirements for diving for aquaculture purposes.

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SFISS00042 Wild Harvest Diver Skill Set

Modification History

Release	Comments
Release 1	This version released with SFI Seafood Training Package Version 2.0

Description

This skill set is designed to prepare individuals with skills and knowledge requirements to conduct wild harvest diving activity. This skill set meets some of the workplace health and safety (WHS) regulatory compliance requirements for diving for wild species to depths of 30m.

Pathways Information

These units of competency build on skills and knowledge attained in SFI30119 Certificate III in Aquaculture and provide specialist diving skills using diving technology.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

Skill Set Requirements

- SFIDIV301 Work effectively as a diver in the seafood industry
- SFIDIV302 Perform diving operations using SSBA
- SFIDIV304 Undertake emergency procedures in diving operations SSBA
- SFIDIV307 Perform underwater work in the wild catch sector
- SISOSCB008 SCUBA dive using Enriched Air Nitrox

Target Group

This skill set is for workers in wild harvest who are required to conduct diving operations.

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Suggested words for Statement of Attainment

These competencies from the SFI Seafood Training Package, and the SIS Sport, Fitness and Recreation Training Package meet the industry requirements for wild harvest diving purposes.

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