



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SFICORE103C Communicate in the seafood industry**

**Release: 1**

## SFICORE103C Communicate in the seafood industry

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit of competency involves communicating effectively in the workplace.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>The unit refers to competence in communication rather than English language. It is a required unit for all seafood industry sector qualifications, with the exception of the fisheries compliance stream at Certificate III and higher.</p>
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Perform routine workplace duties following simple written notices	1.1. Written workplace <i>notices</i> are read and interpreted correctly. 1.2. Routine written instructions or procedures are followed in sequence. 1.3. Clarification is sought from workplace supervisor on all occasions when any instruction or procedure is not understood.
2. Locate specific information in written material	2.1. Specific information relevant to purpose is located. 2.2. Key information is interpreted correctly.
3. Follow simple spoken messages	3.1. All required information is gathered by listening and is correctly interpreted. 3.2. Instructions or procedures are followed in appropriate sequence for task and in accordance with information received. 3.3. Clarification is sought from workplace supervisor on all occasions when any instruction or procedure is not understood.
4. Participate in discussion to clarify issues, solve problems or consolidate working relations	4.1. <i>Team</i> meetings are attended on time. 4.2. Own opinions are clearly expressed and those of others are listened to without interruption. 4.3. <i>Discussion</i> with others is conducted in a courteous manner appropriate to age and cultural background. 4.4. Questions about simple routine workplace procedures and matters concerning conditions of employment are asked and responded to.
5. Complete relevant work related documents	5.1. <i>Forms</i> relating to conditions of employment are completed accurately and legibly. 5.2. Forms documenting routine tasks are completed accurately and legibly.
6. Estimate, calculate and record routine workplace measures	6.1. Estimates of <i>routine workplace measures</i> are made. 6.2. <i>Basic arithmetic processes</i> are used to calculate routine workplace measures. 6.3. Workplace data is recorded on standard workplace forms and documents. 6.4. Errors in <i>recording information</i> on forms/documents are identified and rectified.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating orally to clarify understanding and to participate in workplace meetings and discussions
- completing relevant workplace forms as specified in the range of variables
- operating communications equipment in use in the enterprise relevant to the individual's work responsibilities.

#### Numeracy skills used for:

- estimating processes
- using basic arithmetic processes for routine workplace measures.

#### Required knowledge

- basic mathematical processes of addition, subtraction, division and multiplication
- estimation processes
- communication procedures and systems/technology relevant to the enterprise and the individual's work responsibilities.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment evidence required to demonstrate competence in this unit</b>	<p>Assessment must confirm ability to:</p> <ul style="list-style-type: none"> <li>• complete a range of routine tasks in the workplace complying with all displayed work-related notices. Particular emphasis is to be placed on the observance of safety, health and hygiene-related notices or instructions.</li> <li>• estimate and calculate routine workplace data</li> <li>• participate effectively in interactive workplace communications which may be in English or another language used at a particular workplace</li> <li>• record routine workplace data.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment is to be conducted at the workplace or in a simulated work environment.</p> <p>Resources may include:</p> <ul style="list-style-type: none"> <li>• a range of health, safety and other notices commonly found in the workplace</li> <li>• workplace personnel and other forms/documents as listed in the range of variables.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> <li>• observation of work activities</li> <li>• practical exercises</li> <li>• project work</li> <li>• written or oral short-answer testing.</li> </ul> <p>Materials required to be read or listened to should be short, phrased in simple sentences and contain vocabulary familiar to the intended reader.</p> <p>When writing short notes on forms the writer conveys overall meaning even if grammar and spelling is not 100% accurate.</p> <p>Standardised forms or reports may be required.</p>

<b>EVIDENCE GUIDE</b>	
	<p>Clarification may be sought by asking to rephrase or repeat information.</p> <p>Communication is assisted by use of body language, dictionaries or a supportive peer.</p>
<b>Guidance information for assessment</b>	This unit may be assessed holistically with other units within a qualification.

## Range Statement

<b>RANGE STATEMENT</b>	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.</p>	
<b><i>Notices</i></b> may include:	<ul style="list-style-type: none"> <li>• dockets with customer details</li> <li>• instructions and labels</li> <li>• may be in English or languages other than English</li> <li>• occupational health and safety (OHS), ecologically sustainable development (ESD) and food safety policies/procedures/alerts</li> <li>• personnel information, notes and rosters</li> <li>• symbols and signs</li> <li>• tables and simple graphs.</li> </ul>
<b><i>Teams</i></b> may include:	<ul style="list-style-type: none"> <li>• formal or informal groups/teams</li> <li>• level of supervision</li> <li>• rosters</li> <li>• small or large groups/teams</li> <li>• teams based on work function.</li> </ul>
<b><i>Discussion</i></b> may include:	<ul style="list-style-type: none"> <li>• non-verbal gestures, signals, signs and diagrams</li> <li>• verbal (e.g. face to face, telephone, electronic and via two-way radio)</li> <li>• written (e.g. electronic, memos, instructions and forms).</li> </ul>

<b>RANGE STATEMENT</b>	
<b>Forms</b> may include:	<ul style="list-style-type: none"> <li>• hazard/accident/incident report forms</li> <li>• personnel forms</li> <li>• safety reports</li> <li>• shift reports/rosters</li> <li>• telephone message forms.</li> </ul>
<b>Routine workplace measures</b> may relate to:	<ul style="list-style-type: none"> <li>• leave entitlements</li> <li>• materials usage</li> <li>• packing and storing of stock or product</li> <li>• pay</li> <li>• product characteristics (e.g. length, weight, capacity, time, temperature, stock density, stock numbers and age)</li> <li>• product tallies</li> <li>• shift allowances.</li> </ul>
<b>Basic arithmetic processes</b> include:	<ul style="list-style-type: none"> <li>• addition</li> <li>• division</li> <li>• multiplication</li> <li>• subtraction.</li> </ul>
<b>Recording information</b> may be done by:	<ul style="list-style-type: none"> <li>• computer-based systems</li> <li>• manually.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Core
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## Co-requisite units

<b>Co-requisite units</b>	



## Competency field

Competency field	
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