



**Australian Government**

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

# **SFISTOR203C Assemble and load refrigerated product**

**Release: 1**

## **SFISTOR203C Assemble and load refrigerated product**

### **Modification History**

Not Applicable

## Unit Descriptor

<p><b>Unit descriptor</b></p>	<p>This unit of competency involves assembling packs/cases and loading refrigerated product onto a transport unit. It covers transferring the product from fishing vessels, packing facilities or other production facilities onto a transport vehicle, rail or air freight. For live product use SFISTOR204A Prepare, pack and dispatch stock for live transport.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.</p>
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## Application of the Unit

<p><b>Application of the unit</b></p>	<p>This unit will has application for personnel at seafood cooperatives, aquaculture and fishing enterprise</p> <p><b>Licences may be required</b> if operating load-shifting equipment, such as forklifts.</p> <p>All enterprise or workplace procedures and activities are carried out according to <i>relevant government regulations, licensing and other compliance requirements, including occupational health and safety (OHS) guidelines, food safety and hygiene regulations and procedures and ecologically sustainable development (ESD) principles.</i></p> <p>Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate <i>personal protective equipment (PPE)</i> is selected, checked and maintained.</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. Prepare transport unit	<p>1.1. Work instructions are noted and confirmed with supervisor.</p> <p>1.2. <b>Transport unit</b> is checked to ensure that it is clean, refrigeration or insulation is operational and is ready to accept refrigerated product.</p>
2. Assemble and check product	<p>2.1. Product temperature and labelling are checked to ensure that they are correct.</p> <p>2.2. Product is assembled before unloading and put onto a pallet, if required, ensuring that product temperature is not compromised whilst product is waiting to be unloaded.</p> <p>2.3. , Product is weighed, where required. and weight recorded.</p> <p>2.4. Weighed product is re-iced, as necessary, after weighing to ensure correct temperature of product.</p>
3. Load product	<p>3.1. Product is carefully placed into transport unit in a manner that will ensure that the product and packaging are not compromised.</p> <p>3.2. Frozen product is carefully transferred immediately from refrigerated storage into a refrigerated transport unit that is able to maintain product at correct temperature.</p> <p>3.3. Records of product loaded, number of packs/cases/pallets, product identification codes, product temperature and consignment documentation are collected and checked.</p> <p>3.4. Documentation is returned to the supervisor at the workplace.</p>

## Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
<b>Required skills</b>
<ul style="list-style-type: none"> <li>• assembling fresh and frozen product</li> <li>• communicating orally to give and receive information</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

- icing fresh product
- identifying species
- maintaining records
- using weighing scales.
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***Literacy skills used for:***

- reading and checking a consignment note
- reading and following OHS standards
- recording information about weight.

***Numeracy skills used for:***

- assembling product as directed
- counting accurately
- reading a thermometer
- weighing fish.

**Required knowledge**

- hygienic handling and transport of fresh and frozen products
- personal, workplace and product hygiene
- safe procedures for manual handling and load shifting
- temperature storage and handling requirements.

## Evidence Guide

<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>• assemble and load fresh and frozen product</li> <li>• ensure product temperature always conforms to national, state or territory food safety regulations</li> <li>• maintain personal, workplace and product hygiene</li> <li>• record weights, container numbers and product identification.</li> </ul> <p>Assessment must confirm knowledge of:</p> <ul style="list-style-type: none"> <li>• hygiene requirements</li> <li>• temperature requirements.</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>• consignment notes</li> <li>• fish tubs, cases, styrene boxes and cardboard boxes</li> <li>• fresh seafood product</li> <li>• frozen seafood product</li> <li>• ice</li> <li>• pallets</li> <li>• product labels</li> <li>• scales</li> <li>• thermometers.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> <li>• demonstration, such as weighing and transferring fresh and frozen product onto a refrigerated van</li> <li>• written or oral questions relating to required knowledge.</li> </ul>
<b>Guidance information for assessment</b>	<p>This unit may be assessed holistically with other units within a qualification.</p>

## Range Statement

### RANGE STATEMENT

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

<p><b><i>Relevant government regulations, licensing and other compliance requirements</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• biosecurity, translocation and quarantine</li> <li>• business or workplace operations, policies and practices</li> <li>• correct marketing names and labelling</li> <li>• environmental hazard identification, risk assessment and control</li> <li>• food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders</li> <li>• health and welfare of aquatic animals</li> <li>• OHS hazard identification, risk assessment and control.</li> </ul>
<p><b><i>OHS guidelines</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• appropriate workplace provision of first aid kits and fire extinguishers</li> <li>• clean, uncluttered, hygienic workplace</li> <li>• codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector</li> <li>• enterprise-specific OHS procedures, policies or standards</li> <li>• hazard and risk assessment of workplace and maintenance activities and control measures</li> <li>• induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner</li> <li>• OHS training register</li> <li>• safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• safe systems and procedures for confined space entry and the protection of people in the workplace</li> <li>• systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts</li> <li>• the appropriate use, maintenance and storage of PPE.</li> </ul>
<p><i>Food safety and hygiene regulations and procedures</i> may include:</p>	<ul style="list-style-type: none"> <li>• Australian Shellfish Sanitation program</li> <li>• equipment design, use, cleaning and maintenance</li> <li>• exporting requirements, including AQIS Export Control (Fish) orders</li> <li>• HACCP, food safety program, and other risk minimisation and quality assurance systems</li> <li>• location, construction and servicing of seafood premises</li> <li>• people, product and place hygiene and sanitation requirements</li> <li>• Primary Products Standard and the Australian Seafood Standard (voluntary)</li> <li>• product labelling, tracing and recall</li> <li>• receipt, storage and transportation of food, including seafood and aquatic products</li> <li>• requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations</li> <li>• temperature and contamination control along chain of custody.</li> </ul>
<p><i>ESD principles</i> may include:</p>	<ul style="list-style-type: none"> <li>• applying animal welfare ethics and procedures</li> <li>• controlling effluents, chemical residues, contaminants, wastes and pollution</li> <li>• improving energy efficiency</li> <li>• increasing use of renewable, recyclable and recoverable resources</li> <li>• minimising noise, dust, light or odour emissions</li> <li>• preventing live cultured or held organisms from escaping into environment</li> <li>• reducing emissions of greenhouse gases</li> <li>• reducing energy use</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• reducing use of non-renewable resources</li> <li>• undertaking environmental hazard identification, risk assessment and control.</li> </ul>
<b>PPE</b> may include:	<ul style="list-style-type: none"> <li>• gloves, mitts or gauntlets, and protective hand and arm covering</li> <li>• protective hair, beard and boot covers</li> <li>• insulated protective clothing for freezers or chillers and refrigeration units</li> <li>• non-slip and waterproof boots (gumboots) or other safety footwear</li> <li>• protective eyewear, glasses and face mask</li> <li>• uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).</li> </ul>
<b>Transport unit</b> may include:	<ul style="list-style-type: none"> <li>• air transport</li> <li>• insulated vehicles for fresh product</li> <li>• rail transport</li> <li>• refrigerated containers</li> <li>• refrigerated trucks for fresh and frozen product.</li> </ul>

## Unit Sector(s)

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

<b>Co-requisite units</b>	

## Competency field

Competency field	
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