



Australian Government

Department of Education, Employment and Workplace Relations

AGFCMN101A Adapt to work requirements in agri-food industry

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers a broad range of skills and knowledge needed to take up employment within a specified sector of the agri-food industry. It includes the application of industry and workplace guidelines and procedures in a daytoday work context as well as appropriate work behaviour.

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

Application of the Unit

Application of the unit

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Manage one's own learning.	1. One's personal goals or vision are considered and articulated. 2. Opportunities for learning new ideas and techniques in relation to personal goals are identified. 3. Personal learning needs and skill gaps are recognised. 4. Opportunities for skill development activities are identified in consultation with relevant persons. 5. Range of learning tools and practices are accessed and applied to job. 6. Advantage is taken of on-the-job and off-the-job learning opportunities.
Adapt to and demonstrate appropriate work practices.	7. Work requirements are identified and interpreted with advice from appropriate persons. 8. <i>Appropriate dress and behaviour</i> are observed in the workplace. 9. Work and personal priorities are identified and a balance is achieved. 10. Time-management strategies are applied to work duties. 11. Interaction with others is tailored to take into account different backgrounds, cultures and languages.
Work within organisational requirements.	12. Organisational requirements and key activities of the workplace are identified. 13. Relevant workplace policies and guidelines are identified and applied to work undertaken. 14. Range of organisational values and cultural norms are interpreted. 15. Uncertainties are discussed with key personnel and clarified.
Identify sectors of the industry.	16. Main sectors of the targeted industry, their key activities and the way in which they interrelate are identified. 17. Roles and responsibilities of targeted industry are clarified. 18. Key organisations representing industry and their roles are identified. 19. Current issues or events affecting the industry are identified.
Identify industry sector products and services.	20. Products provided by the industry sector are identified. 21. Services provided by the industry sector are identified.

ELEMENT	PERFORMANCE CRITERIA
	22. Appropriate service standards in the industry sector are identified.
	23. Quality standards for products and services as identified by the industry are clarified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

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

Required knowledge

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

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm appropriate knowledge and skills demonstrated over a period of time, in a range of contexts and to a consistent standard. Evidence must demonstrate the individual's ability and understanding to:

- adapt to and apply workplace procedures and practices
- complete work tasks according to workplace requirements, standards and applicable regulations
- identify and interpret information on sectors in the targeted industry
- identify and interpret information on the range of products and services produced by the targeted industry
- identify and take advantage of learning opportunities in the workplace
- recognise and adapt to cultural differences in the workplace
- report and rectify workplace problems according to workplace procedures
- complete work with required attention to detail without damage to goods, equipment or personnel.

Context of and specific resources for assessment

Assessment can be carried out by using a range of simulated or actual workplace activities that demonstrate the skills and knowledge to adapt to workplace requirements. This unit of competency should be part of a holistic assessment involving other units which make up the job function. A variety of assessment methods is recommended and may include:

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

Where a simulated environment is used for assessment it

EVIDENCE GUIDE

must be reflective of a workplace environment.

Range Statement

RANGE STATEMENT

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

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

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

Skill development activities may include:

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

Learning tools and practices may include:

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

On-the-job learning opportunities may include:

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

RANGE STATEMENT

- Off-the-job learning opportunities*** may include:
- attending conferences or seminars
 - attending site visits with supervisor
 - participating in community events
 - participating in workplace social events
 - taking a course with a training provider.
- Appropriate dress and behaviour*** may include:
- demeanour and attitude displayed with customers and fellow employees
 - personal dress and safety equipment
 - presentation and hygiene.
- Time-management strategies*** may include:
- balancing work and personal priorities or agendas
 - being punctual
 - dealing with interruptions
 - setting goals
 - organising work environment
 - planning daily or weekly work
 - prioritising required tasks or activities.
- Organisational requirements*** may include:
- common organisational practices
 - OHS policies, procedures and programs
 - organisational policies and guidelines
 - performance plans.
- Workplace policies and guidelines*** may include:
- attendance
 - alcohol and drug restrictions
 - confidentiality
 - dress codes
 - obeying orders
 - personal safety and duty of care related to OHS
 - punctuality
 - standards for health and fitness
 - terms and conditions of employment.
- Organisational values*** generally refer to those mentioned in a mission or vision statement of a company and may include:
- community responsibility
 - environment responsibility
 - ethical behaviour and treatment of animals and the environment
 - innovation.
- Cultural norms*** may include:
- history
 - meanings specific to the language of the workplace
 - workplace protocols.

RANGE STATEMENT

Main sectors of the agri-food industry may include:

- animal care and management
- conservation and land management
- food processing
- horticulture
- meat industry
- milling
- racing
- rural production
- seafood.

Roles and responsibilities of industry may include:

- providing proper training to those in the industry
- providing quality customer service
- providing quality products and services.

Key organisations representing industry may include:

- industry associations
- legislative bodies
- unions.

Current issues or events may include:

- economic
- environmental
- political
- supply and demand
- technological.

Industry **products** are the outcomes of agri-food processes and may include:

- range of products, such as meat, seafood, vegetables, fruit, seafood, cotton, sugar, dairy, wine, wool as well as manufactured food products
- animal care and management products
- conservation and land management products
- land and water resources
- meat and livestock
- pharmaceuticals
- plant care and management products
- racing products
- rural production products
- seafood products
- sugar products.

Industry **services** may include:

- conservation and land management services
- consulting services
- customer support
- delivery services
- health and diet advice

RANGE STATEMENT

Service standards will vary from industry to industry and from workplace to workplace depending on the job role and context. They may include:

- plant and animal care advice
- veterinary services
- warranties and guarantees.
- dealing with conflict situations
- developing and maintaining product and service knowledge
- establishing relationships with customers
- following appropriate hygiene and safety procedures
- identifying customer needs and expectations
- maintaining a positive and cooperative manner
- meeting reasonable needs and requests of customers within acceptable timeframes
- referring difficult complaints to appropriate persons
- responding to customer complaints
- taking opportunities to enhance quality of products and services.

Quality standards may include:

- consistency standards
- meeting customer requirements
- quality specifications
- time requirements.

Unit Sector(s)

Unit Sector

No sector assigned

Co-requisite units

Co-requisite units

Functional area

Functional Area