



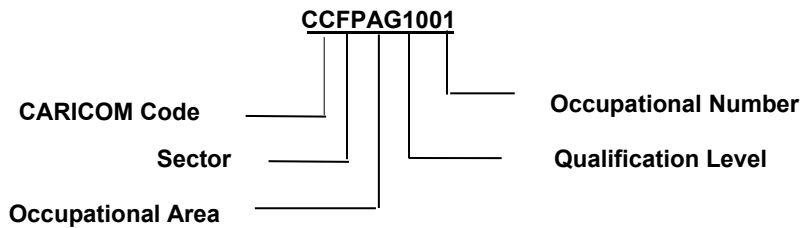
Occupational Standards for Caribbean Vocational Qualification (CVQ)

CCFPAG1001 CVQ Level 1 – Aquaculture Grow Out Operations

Unit Number	Unit Title	Requirement
FP00001	Develop and maintain personal performance and working relationships with others	Mandatory
FP00002	Maintain safe and effective working practices in an aquaculture environment	Mandatory
FP00003	Maintain water quality in ponds/tanks	Mandatory
FP00004	Handle and care for fish	Mandatory
FP00005	Feed fish	Mandatory
FP00006	Harvest fish for market	Mandatory
FP00007	Carry out routine maintenance and repairs on aquaculture facilities	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

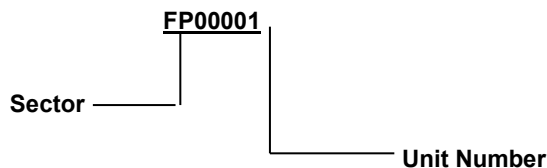
Example: CCFPAG1001



Key: FP – Fish Processing; AG - Agriculture; 1 - Level 1; 001 - Numerical sequence

Legend to Unit Code

Example: FP00001



Key: FP – Fish Processing; 00001 – unit #

Country of Origin: Trinidad and Tobago

Qualification Overview

Occupational Standards can also be used to:

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

The benefits of acquiring the CVQ to Candidates

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further / higher education

- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognized qualifications and facilitates free movement of labour throughout CARICOM

The benefits of the CVQ to Employers

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

The benefits of the CVQ to the Caribbean region:

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

FP00001

Develop and Maintain Personal Performance and Working Relationships with Others

Unit Descriptor:

This unit deals with the skills and knowledge required for developing personal performance and working effectively with other persons in the workplace.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

1	Develop personal performance	1.1	Carry out work in accordance with responsibilities and workplace requirements
		1.2	Seek advice from the appropriate person if clarification is required concerning specific tasks
		1.3	Agree on personal performance targets with the supervisor
		1.4	Agree on development needs and methods of meeting these needs with the supervisor
		1.5	Develop your personal performance according to agreed targets, development needs and organisational requirements
2	Develop communication etiquette	2.1	Establish and maintain effective working relationships with others in accordance with workplace procedures
		2.2	Discuss opportunities to improve working practices with the supervisor
		2.3	Carry out activities requiring co-operation with others in accordance with required procedures
		2.4	Deal with any disagreements effectively in an appropriate way, following workplace procedures
		2.5	Communicate with others in a way which supports effective working relationships, following workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Working relationships includes:

- colleagues
- supervisors
- external customers

2. Methods of meeting development needs include:

- training
- complying with workplace

requirements

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. What are the tasks and activities for which you are responsible
2. What are the limits of your responsibility in relation to specific tasks and activities
3. Whom should you obtain advice in relation to specific tasks and activities
4. What are the correct procedures for obtaining advice
5. What are the risks involved in not obtaining advice where you are unclear about specific tasks and activities
6. How to determine and agree on development needs and personal aspirations
7. What are the reasons why personal performance should be reviewed.
8. What are the reasons why good working relationships are important
9. What are the ways in which good working relationships can be maintained
10. What are the changes in working practices that may be necessary and why
11. What are the methods of working effectively with others
12. What methods for dealing with disagreements within the workplace
13. What are your levels of responsibility in relation to dealing with disagreements
14. What are the methods of communicating effectively
15. What are the reasons why effective communication is important

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- a. develop your personal performance according to agreed targets, development needs and organisational requirements
- b. carry out activities requiring co-operation with others in accordance with required procedures
- c. deal with any disagreements effectively in an appropriate way, following workplace procedures
- d. communicate with others in ways which support effective working relationships, following workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

FP00002

Maintain Safe and Effective Working Practices In an Aquaculture Environment

Unit Descriptor:

This unit deals with the skills and knowledge required for maintaining health and safety and maintaining effective working relationships in an aquaculture environment.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | |
|---|---|---|
| 1 | Maintain the safety of self and others when working | <ul style="list-style-type: none"> 1.1 Use recommended personal protective equipment when working 1.2 Check all equipment and tools to ensure that they are in good working condition prior to use 1.3 Handle and lift equipment according to industry procedures 1.4 Use equipment, tools and materials safely and according to manufacturer's instructions 1.5 Return equipment, tools and materials to storage facility after use 1.6 Keep work area tidy by following the workplace pre-determined clean up routine 1.7 Contain and dispose of waste according to workplace procedures 1.8 Work in a manner which minimises damage to the environment, self and others 1.9 Follow and execute site emergency plans during an emergency |
| 2 | Maintain effective working relationships | <ul style="list-style-type: none"> 2.1 Communicate clearly and effectively with others, according to established communication procedures |

- 2.2 Co-operate with others in accordance with required procedures
- 2.3 Report problems to the appropriate personnel in a timely manner, according to workplace procedures
- 2.4 Report accidents and incidents according to organizational reporting requirements

RANGE STATEMENT

All range statements must be assessed

1. Personal protective equipment includes:

- coveralls/coats
- boots/closed shoes
- gloves
- face masks
- helmet
- goggles
- respirator
- lifting belt

2. Equipment and tools include:

- basic farm tools
- fish handling equipment eg seines, dip nets

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the risks to health and safety and the measures to be taken to control those risks in your area of work
2. What are the health and safety regulation/legislation and organisational policies and procedures
3. What personal protective gears and clothing should be used
4. What is the importance of using safe lifting techniques
5. What are the correct and safe ways to use materials, tools and equipment required for your work
6. What are the safe areas for storage of equipment, tools and materials
7. Why are permissions required for equipment usage
8. What are the safe disposal methods for waste
9. How to minimize environmental damage during work
10. How to deal with minor disruptions at work
11. Why working relationships are important and how to work effectively with others
12. What are the reasons why effective communication is important
13. What are the limits of responsibility in the workplace
14. What are the principles of accident/incident prevention and reporting
15. What are the dangers associated with working alone and how they can be minimised
16. Which hazards are associated with the handling of compressed gases (oxygen)
17. What communication hazards are associated with working in an aquaculture environment

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. follow all safety regulations when working
- b. use personal protective equipment effectively at all times
- c. check all tools and equipment to ensure they are in good working condition
- d. use/operate tools, equipment and materials according to manufacturer's instructions and workplace procedures
- e. store tools, equipment and materials according to workplace procedures
- f. dispose of waste according to workplace procedures
- g. report, communicate and cooperate with others according to workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

FP00003: **Maintain Water Quality in Ponds/Tanks**

Unit Descriptor:

This unit deals with the skills and knowledge required for maintaining water quality in ponds/tanks. It describes the work expectations associated with filling ponds/tanks with water, monitoring water quality and maintaining accessories and water pumps.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

	Fill ponds/tanks with water	
1		<ul style="list-style-type: none"> 1.1 Wear suitable personal protective equipment when working 1.2 Clean ponds/tanks prior to pumping water, following workplace procedures 1.3 Test water source to ensure it is suitable for fish, following workplace procedures 1.4 Check that pumps and accessories are working according to workplace requirements 1.5 Monitor filling process until tank is filled to required level 1.6 Carry out further conditioning of water, if necessary, following workplace procedures 1.7 Check that aeration is sufficient to pond/tank water according to workplace requirements 1.8 Record any unusual findings according to workplace procedures and report to the supervisor
2	Monitor water quality of the fish pond/tank	<ul style="list-style-type: none"> 2.1 Observe water levels daily and record and report variations to the supervisor 2.2 Test water quality parameters using appropriate equipment and record results according to workplace procedures 2.3 Check air delivery system in ponds/tanks to ensure it is functioning according to workplace requirements 2.4 Perform partial or complete water change in ponds/tanks

- following supervisor's instructions
- 2.5 Observe fish for unusual behaviour and record and report according to workplace procedures
 - 2.6 Remove unwanted vegetation and materials as instructed by the supervisor
- 3 Maintain accessories and water pumps
- 3.1 Retrieve accessories and water pumps for cleaning based on supervisor's instructions
 - 3.2 Clean accessories and water pumps according to workplace procedures
 - 3.3 Carry out basic maintenance on accessories and water pumps following workplace procedures

RANGE STATEMENT

All range statements must be assessed

1. Personal protective equipment includes:

- boots
- coveralls
- gloves
- goggles

2. Parameters include:

- temperature
- pH
- ammonia
- nitrite
- nitrate
- dissolved oxygen
- hardness
- density of algal bloom

3. Air delivery system includes:

- airblower
- lines
- valves
- diffusers

4. Accessories include:

- hose
- filter media
- filter
- air lines

5. Equipment includes:

- thermometer
- water quality testing equipment
- secchi disc

6. Unusual behaviour includes:

- piping
- darting
- isolation
- circling/swimming sideways
- clamped fins
- food withdrawal

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. Why is it important to filter water entering the pond/tank
2. How to test source water
3. What are the relevant water quality parameters that needs to be tested
4. How to check the water quality parameters in a fish pond/tank
5. How to perform partial or complete water change in ponds/tanks
6. How to check pumps and accessories are working
7. How to check that the air delivery system is functioning
8. What are the signs of abnormal fish behaviour
9. What personal protective equipment should be used when working
10. How to clean and maintain accessories and water pumps

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. test source water prior to filling water into the pond/tank
- b. test water quality parameters and record
- c. perform partial or complete water change in ponds/tanks
- d. check that pumps, accessories and air delivery system is working according to workplace requirements
- e. remove unwanted vegetation and material from pond/tank
- f. clean and maintain accessories and water pumps

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be gathered through a variety of ways including direct observation, oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone. The assessment environment should not disadvantage the candidate.

FP00004: Handle and Care For Fish

Unit Descriptor:

This unit deals with the skills and knowledge required for handling and caring for fish. It describes the work expectations associated with preparing holding units to receive fish, stocking fish, grading fish, sampling fish and caring for fish. Fish refers to any aquatic organism which may be cultured.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|---|---|-----|---|
| 1 | Establish conditions within the holding units | 1.1 | Wear suitable personal protective equipment when working |
| | | 1.2 | Carry out work safely in line with health and safety requirements |
| | | 1.3 | Clean holding units into a state suitable for receiving fish, according to industry procedures |
| | | 1.4 | Check the security and integrity of holding units, according to workplace procedures |
| 2 | Control pest and predators | 2.1 | Confirm environmental conditions within the holding units are suitable for receiving fish |
| | | 2.2 | Check that the pest and predator preventative measures and devices are effectively applied to holding units and apply where necessary, following workplace procedures |
| | | 2.3 | Check that appropriate feeding facilities are available |
| | | 2.4 | Rectify damaged or malfunctioning equipment and materials within own limits of authority, in accordance with workplace procedures |
| 3 | Stock fish | 3.1 | Check that receiving water is conditioned for fish in accordance with workplace procedures |
| | | 3.2 | Acclimatize fish to water prior to releasing in receiving water |
| | | 3.3 | Release fish into the receiving water according to supervisor's instructions |

-
- 3.4 Observe fish for any abnormal behaviour or appearance upon stocking
 - 3.5 Report any abnormalities to the supervisor immediately, according to workplace procedures
 - 3.6 Check and record mortalities before, during and after stocking, following workplace procedures
- 4 Grade fish
- 4.1 Follow all safety precautions according to workplace procedures
 - 4.2 Reduce water level in ponds/tanks containing fish to be graded and harvested, if necessary, following workplace procedures
 - 4.3 Prepare gear for draining and grading fish as instructed by the supervisor
 - 4.4 Grade stock according to workplace procedures
 - 4.5 Relocate graded stock to another pond, if necessary, following supervisor's instructions
 - 4.6 Wash and store gear according to workplace procedures
 - 4.7 Record all details of grading according to workplace procedures
- 5 Take sample of fish
- 5.1 Prepare gear to be used for removing samples of fish, according to workplace procedures
 - 5.2 Handle fish according to workplace procedures
 - 5.3 Take samples of stock using appropriate gear, following workplace procedures
 - 5.4 Record findings of sampling according to workplace procedures
- 6 Care for fish
- 6.1 Wear suitable personal protective equipment when working with diseased fish
 - 6.2 Wash and sterilize isolation tank for diseased fish, following workplace procedures

- 6.3 Fill isolation tank with conditioned water according to workplace procedures
- 6.4 Remove and isolate the diseased fish from rest of stock according to workplace procedures
- 6.5 Record stock's behaviour and appearance before, during and after fish is treated for disease
- 6.6 Carry out procedures to prevent the spread of disease as instructed by the supervisor
- 6.7 Sterilize and secure equipment used in isolating and removing diseased fish according to workplace procedures
- 6.8 Clean personal protective equipment used and secure according to workplace procedures

RANGE STATEMENT

All range statements must be assessed

1. Personal protective equipment includes:

- boots
- coveralls
- gloves
- eye protection

2. Preventative measures include:

- use of nets
- noise making devices
- fencing
- lights
- recommended medications and chemicals

3. Gear for grading fish includes:

- cast net
- dip net
- hand seine
- grading equipment

4. Pests and predators include:

- cayman
- birds
- predator fish
- dragon fly

5. Gear for sampling fish includes:

- cast net
- dip net

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. What are the health and safety requirements associated with the preparation of holding units
2. What are the environmental conditions (water temperature, quality, and quantity) required by the fish species being farmed
3. What are the common pests and predators and how they are likely to attack farm stock
4. What are the characteristics of holding units linked to the type and size of fish being received
5. How to determine whether water is properly conditioned for fish
6. How to properly acclimatize fish into water
7. How to recognize abnormal behaviour or appearance in fish
8. How to reduce water level in ponds/tanks with fish to be graded
9. How to prepare, clean and store grading equipment
10. How to grade fish
11. How to take samples of fish
12. What protective equipment should be worn when isolating diseased fish
13. How to prepare tank for isolating diseased fish
14. Why is it necessary to isolate diseased fish

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. clean holding units into a state suitable for receiving fish
- b. apply preventative measures to control pests and predators
- c. rectify damaged or malfunctioning equipment and materials within own limits of authority
- d. release fish into receiving water
- e. recognize abnormalities in fish behaviour
- f. grade stock and record according to workplace procedures
- g. handle fish according to organizational procedures
- h. take samples of stock
- i. sterilize and wash isolation tank following supervisor's instructions
- j. isolate diseased fish from rest of stock following supervisor's instructions
- k. carry out procedures to prevent spread of disease following supervisor's instructions

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's

reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

FP00005: Feed Fish**Unit Descriptor:**

This unit deals with the skills and knowledge required for feeding fish on fish farm. It describes the work expectations associated with feeding fish, storing feed and disposing of spoilt feed.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|---|------------------------|--|
| 1 | Feed fish | <ul style="list-style-type: none"> 1.1 Wear suitable personal protective equipment when feeding fish 1.2 Collect feeding instructions from supervisor and identify food to be fed 1.3 Check scale, when necessary, to ensure it is in a good working condition 1.4 Weigh specified quantity of food according to supervisor's instructions 1.5 Feed fish as instructed by the supervisor 1.6 Observe fish feeding and record feeding behaviour according to workplace procedures |
| 2 | Store feed | <ul style="list-style-type: none"> 2.1 Prepare storage space for fish feed according to manufacturer's and workplace procedures 2.2 Check feed and storage area for presence of rodents, cockroaches, moths and weevils 2.3 Store and record receipt of feed according to workplace procedures 2.4 Use and record feed usage according to workplace procedures |
| 3 | Dispose of spoilt feed | <ul style="list-style-type: none"> 3.1 Identify spoilt feed , record and report to supervisor 3.2 Remove and dispose of spoilt feed following supervisor's instructions |

RANGE STATEMENT

All range statements must be assessed

1. Personal protective clothing includes:
 - boots
 - coveralls
 - gloves
 - dust mask
 - goggles
2. Food includes:
 - brine shrimp
 - flakes
 - pellets

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. What types of feed are available for fish
2. What types of feed should be fed to different stages of fish
3. How to feed fish
4. How to check that scale is working
5. How to store and record feed use
6. How to dispose of spoilt feed

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. weigh food according to supervisor's instructions
- b. feed fish measured quantities of food
- c. record details of fish feeding according to workplace procedures
- d. dispose of spoilt feed

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone. The assessment environment should not disadvantage the candidate.

FP00006:**Harvest Fish for Market**

Unit Descriptor:

This unit deals with the skills and knowledge required for harvesting fish for the market. It describes the work expectations associated with collecting fish from pond/tank and preparing fish to transport to the market.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|---|-------------------------------------|--|
| 1 | Collect fish from pond/tank | <ul style="list-style-type: none"> 1.1 Wear suitable personal protective equipment when working 1.2 Collect appropriate gear following supervisor's instructions 1.3 Wash and sanitize crates to be used for holding fish, according to organizational procedures 1.4 Reduce water level in pond, if necessary, as instructed by the supervisor 1.5 Harvest fish using appropriate gear according to organizational procedures 1.6 Handle harvested fish according to workplace procedures 1.7 Purge fish, if required, following supervisor's instructions and workplace procedures 1.8 Drain pond/tank according to workplace procedures and remove any remaining fish, if necessary |
| 2 | Prepare fish to transport to market | <ul style="list-style-type: none"> 2.1 Wash, sanitize and prepare transport containers according to workplace procedures 2.2 Wash harvested fish according to workplace procedures 2.3 Prepare area to sort fish, according to supervisor's instructions 2.4 Sort, weigh and record harvested fish according to workplace procedures 2.5 Store harvested fish with ice in transport containers according to workplace procedures |

RANGE STATEMENT

All range statements must be assessed

1. Gear includes:
 - dip net
 - hand seine
2. Storage and transport containers include:
 - insulated containers
 - crates
3. Personal protective clothing includes:
 - boots
 - coveralls
 - gloves
 - goggles

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. How to handle fish to minimize injury during harvest and transport
2. How to reduce water level in pond/tank
3. How to remove fish from a pond using appropriate gear
4. What are the procedures required for collecting fish from pond/tank
5. How to purge fish and why this may be necessary
6. How to wash fish after harvesting
7. What are the criteria used to sort harvested fish
8. How to weigh harvested fish
9. How to pack harvested fish in ice for the market
10. How to clean and sanitize crates and transport containers

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. remove fish from pond/tank using appropriate gear
- b. reduce water level in pond/tank
- c. wash and sanitize crates to be used for storing fish
- d. wash harvested fish according to workplace procedures
- e. prepare area to sort harvested fish
- f. weigh and record harvested fish
- g. wash, sanitize and prepare transport containers
- h. store harvested fish with ice according to workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's

reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

FP00007

Carry Out Routine Maintenance and Repairs on Aquaculture Facilities

Unit Descriptor:

This unit deals with the skills and knowledge required for carrying out routine maintenance and repairs on aquaculture facilities. It describes the work expectations associated with preparing for maintenance and repair work as well as completing maintenance and repair work.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | |
|---|---|--|
| 1 | Prepare for maintenance and repair work | 1.1 Wear suitable personal protective equipment when working
1.2 Identify and report when facilities and/or equipment require maintenance or repair, following workplace procedures
1.3 Prepare tools, equipment and resources for safe use, following manufacturer's instructions
1.4 Check that replacement equipment is available/necessary while maintenance and repairs are being conducted
1.5 Carry out work safely in line with health and safety requirements |
| 2 | Complete maintenance and repair work | 2.1 Conduct maintenance and repair work on facilities using recommended working practices with minimal disturbance to the environment
2.2 Conduct maintenance and repair work on equipment and gear in designated areas as necessary
2.3 Deal with, record and report difficulties experienced during maintenance and repair within limits of authority, in accordance with workplace procedures
2.4 Dispose of waste according to site waste management procedures
2.5 Provide accurate information to maintain records of completed maintenance and repair work, following workplace procedures
2.6 Report the need for any further work, in accordance with workplace procedures |

RANGE STATEMENT

All range statements must be assessed

1. Personal protective equipment includes:

- gloves
- boots
- goggles

3. Aquaculture facilities include:

- holding units
- work areas
- buildings

2. Tools and equipment includes:

- hand tools
- pumps
- blowers
- filters
- nets
- seines

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know and understand:

1. What are the health and safety requirements associated with maintenance and repair work
2. What is the importance of maintenance and repair to aquaculture facilities
3. What are the signs which indicate the need for maintenance and repair
4. Why is it important to minimise environmental impact during maintenance and repair activities
5. What is the importance of disposing of waste according to site waste management procedures
6. What is a maintenance schedule and why is it important
7. What are the equipment and methods used to maintain and repair facilities

EVIDENCE GUIDE**(1) Critical Aspects of Evidence (lists what should be demonstrated by performance evidence)**

Evidence should include the ability to:

- a. prepare tools, equipment and resources for safe use, following manufacturer's instructions
- b. complete maintenance and repair work on facilities using recommended working practices with minimal disturbance to the environment
- c. deal with difficulties experienced during maintenance and repair within limits of authority/competence, in accordance with workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and

documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

GLOSSARY OF TERMS

Occupational Standards

Occupational Standards of competence are industry-determined specifications of performance, which describe the knowledge, skills and attitudes required by a worker in the performance of a particular role in the workplace. They specify what a person should know and do in order to carry out the functions of a particular job in the work environment. They are the building blocks for all activities in a competency-based training and certification system. An Occupational Standard is made up of a qualification plan, a unit title, elements, performance criteria, range statements, underpinning knowledge and skills and evidence guide.

Qualification Plan – The Qualification Plan identifies the Mandatory units which are those units that are necessary to deem a candidate competent in the occupational area and provide flexibility in different work environments. It also contains the Title and Level of the qualification to be awarded.

Unit Title - The unit title is a succinct statement of the outcome of the unit of competency. It reflects the major activities or functions of an individual's work as well as the discrete units of work.

Unit Descriptor - The unit descriptor communicates the content of the unit of competency and the skill area it addresses.

Elements - These are the basic building blocks of the unit of competency. They describe the tasks in which competence should be demonstrated in order to carry out the specific function.

Performance Criteria - These are the descriptions of the outcomes of performance required for successful achievement of an element. They specify the required performance in relevant tasks, roles, skills and applied knowledge that enables competent performance.

Range Statement - This describes the essential operating conditions that should be present in training and assessment, depending on the work situation, needs of the candidate, accessibility of the item and local industry contexts. It lists the parameters in which candidates must demonstrate their competence.

Underpinning Knowledge and Skills – The knowledge identifies what a person needs to know to perform the work in an informed and effective manner. The skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Evidence Guide - The Evidence Guide is critical in assessment as it provides information to Training Providers and Assessors about how the described competency should be demonstrated. It provides a range of evidence for the Assessor to make a determination of competence and defines the assessment context. The Evidence Guide describes:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- Suitable methodologies for conducting assessment including the potential for workplace simulation
- Resource implications, for example access to particular equipment, infrastructure or situations
- How consistency in performance must be assessed over time, various contexts and with a range of evidence

Level 1 – Directly supervised worker

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Supervised skilled worker

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Independent/autonomous skilled worker

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Supervisory specialist worker

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Managerial professional worker

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.