

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCFPAG3003 CVQ Level 3 – Aquaculture Grow Out Operations

Unit Code	Unit Title	Mandatory/ Elective
FP00018	Manage containment on fish farm	Mandatory
FP00019	Manage fish feeding regimes	Mandatory
FP00020	Manage the aquaculture production environment	Mandatory
FP00021	Treat health problems in fish	Mandatory
FP00022	Manage physical resources	Mandatory
FP00023	Allocate and monitor progress and quality of work	Mandatory
FP00024	Manage the production of fish for sale or transfer	Mandatory
FP00025	Procure supplies	Elective
FP00026	Manage a budget	Elective
FP00027	Provide on the job training	Elective
BSBFLM0033A	Contribute to effective workplace relationships	Elective

To achieve this qualification all mandatory units and a minimum of 2 electives must be achieved.

FP00018

Manage Containment on Fish Farm

Unit Descriptor:

This unit deals with the skills and knowledge required for managing containment of a fish farm. It describes the work expectations associated with designing and implementing farming practices that support containment and minimise the possibility of escape. It also covers the development of contingency plans that are put into action in the event of a fish escape.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Develop plans for managing containment	1.1	Check that the site working practices maintain security and containment, and minimise the risk of escape
		1.2	Check that equipment and facilities can provide secure containment for fish and minimise opportunities for escape
		1.3	Check that effective legal pest and predator preventative measures and controls are established
		1.4	Develop an escape contingency plan based on farm specifications according to industry procedures
2	Implement plan	2.1	Establish and maintain effective communication with stakeholders and policy makers, according to industry procedures
		2.2	Communicate the needs of the escape contingency plan to all those involved with its implementation
		2.3	Implement containment audits according to industry procedures
		2.4	Deal with escapes according to specified escape contingency plan
		2.5	Maintain accurate containment records and prepare reports in accordance with industry procedures

RANGE STATEMENT

Equipment and facilities include:

- fish trapping devices
- fish screens
- catchment tanks/ponds
- buffer tank/pond

Preventative measures and controls include:

- excluder nets
- fences
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Actions to include in contingency plans include:

- dealing with and investigating the cause of escape
- facilitating the recapture of escapees
- reporting to stakeholders and regulatory authorities

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the legal requirements pertaining to containment and the environment
2. What is the role and function of the escape contingency plans
3. What are the current legislative framework and implications following a breach of containment
4. How legislation controls farming practices and the containment of stock
5. What are the containment requirements of the fish species being farmed
6. How to report an escape to regulatory authorities
7. What measures can be used to minimise the impact of predators
8. What are the causes of containment failure and fish escapes including those that relate to farm design and construction
9. How to develop organisational procedures that relate to industry codes of good practice and the law
10. What is the importance of holding unit design and setup, including the associated containment strengths and weaknesses of the systems in use
11. How farm procedures are developed to minimise the opportunity for escape
12. What processes are used to monitor condition of holding units
13. How is the auditing process relevant to containment
14. What is the importance of an effective record system to the audit process
15. What steps to follow to minimise the environmental impact of an escape
16. How does holding unit and handling equipment design and construction support containment
17. What are the potential dangers to the integrity of holding units
18. What are the holding unit inspection and testing requirements
19. What methods that can be used to recapture escaped fish

EVIDENCE GUIDE

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

Evidence should include the ability to:

- implement measures to manage containment on fish farm
- develop and implement an escape contingency plan

(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.

FP00019

Manage fish feeding regimes

Unit Descriptor:

This unit deals with the skills and knowledge required for managing fish feeding regimes. It describes the work expectations associated with the planning and maintaining feeding regimes to support the production of farmed fish.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Plan fish feeding regime	1.1	Wear suitable personal protective equipment when working
		1.2	Determine performance requirements for fish following workplace procedures
		1.3	Plan feeding regimes that minimise waste and environmental impact, in accordance with industry procedures
		1.4	Develop feeding procedures to support the effective provision of feed, ensuring most optimum use of feeding technology
		1.5	Select and obtain supplies of food to support both routine and specialist feeding regimes
		1.6	Plan and organise the effective storage and usage of feed to support feeding activities, following manufacturer's instructions and workplace procedures
2	Maintain and support fish feeding regime	2.1	Develop sampling programmes to monitor growth rates, overall appearance, health and feed conversion ratios, following industry procedures
		2.2	Support implementation of feeding activities to achieve specified production targets
		2.3	Analyse data to determine the success of feeding regimes
		2.4	Investigate variations in performance in accordance with industry procedures
		2.5	Adjust feeding regimes to take account of variations in production performance in relation to the production targets

RANGE STATEMENT

Personal protective equipment includes:

- boots
- coveralls
- gloves
- eye protection
- respirators
- dust mask

Feeding regimes include

- manual routine feeding
- automatically timed feeding
- feeding variations according to environmental conditions
- specialist feeding regimes -
 - i. quarantined fish
 - ii. hatchery operations and where different formulations may be alternately fed

Feeding procedures include:

- schedule
- type of feed
- quantity of feed

Supplies of food include:

- live food
- prepared rations
- in-house formulations

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. How environmental variations can affect production performance
2. How is feed choice and feeding methodology influenced by environmental guidelines
3. What are the methods used to determine food conversion ratios and growth rates
4. What are specialist feeding regimes and their appropriate applications in the maintenance of fish health and development
5. What is the environmental impact of inappropriate feeding regimes
6. How to determine the performance requirements for fish at different developmental stages
7. What are the nutritional properties of various feeds, and their appropriate applications
8. What are the storage requirements for fish feed, including stock control and rotation
9. What are feeding rates and how to adjust them according to environmental conditions
10. How to determine production performance
11. How to match feeding regimes to changes in environmental conditions
12. Why is it important to investigate variations in feeding behaviour
13. What methods are used to determine the success of feeding regimes
14. What methods are used to monitor feed usage and wastage
15. What are the financial implications of feed wastage

EVIDENCE GUIDE

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

Evidence should include the ability to:

- plan and design feeding regimes that minimise wastage and environmental impact
- develop feeding procedures to support the effective and optimal use of feed
- plan and organise the effective storage and use of feed in support of feeding regime
- develop sampling programmes to monitor growth rates and feed conversion ratios
- analyse data to determine the success of feeding regimes and adjust when necessary

(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, 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.

FP00020

Manage the Aquaculture Production Environment

Unit Descriptor:

This unit deals with the skills and knowledge required for managing the aquaculture production environment. It describes the work expectations associated with developing, implementing and maintaining programmes which aim to manage the environment within holding units.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Develop environmental maintenance programmes within holding units	1.1	Determine the environmental requirements for the aquaculture site, in accordance with industry procedures
		1.2	Develop stocking specification to ensure the optimal use of available holding units and achieve desired production performance while maintaining the welfare needs of fish
		1.3	Develop environmental maintenance programmes to maintain a safe, secure and healthy farm environment, following industry procedures
		1.4	Develop procedures to monitor and record the condition of holding units and the environmental conditions within them
		1.5	Develop emergency procedures to be followed in the event of incidents likely to impact on the health and wellbeing of fish
2	Implement and maintain environmental conditions within holding units	2.1	Wear suitable personal protective equipment when working
		2.2	Check that appropriate monitoring and detection systems are established to support the maintenance of a safe, secure and healthy farm environment
		2.3	Analyse data to maintain an accurate assessment of the aquatic production environment, following industry procedures
		2.4	Implement changes in husbandry practices to ensure that required environmental conditions are maintained

RANGE STATEMENT

Personal protective equipment includes:

- boots
- coveralls
- gloves
- eye protection
- respirators

Monitoring and detection systems:

- water quality testing equipment
- automatic/continuous water quality monitoring systems
- physical security systems
- environmental monitoring equipment
- power interruption detection and alarm systems

Holding units include:

- cages
- ponds
- raceways
- tanks

Environmental management programmes include:

- care of holding units
- determination of stocking densities
- monitoring of environmental conditions
- control of pests and predators
- disposal of waste

Environmental requirements include:

- quality of water to be used in facility
- quality of water discharged from the facility
- waste disposal
- proximity to domestic, agricultural, institutional and industrial activities

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the characteristics and stocking capabilities of the aquaculture site and holding unit
2. What are the environmental requirements of the fish species being farmed
3. How do environmental guidelines influence the aquaculture environment
4. What are the optimum stocking densities for the fish being farmed
5. What are the welfare requirements for fish and how are these maintained within the holding units
6. How environmental factors can affect fish welfare
7. How to minimise the impact of emergencies on the aquaculture operations
8. What guidelines influence the disposal of waste and discharge from fish farms
9. What data is required to monitor the aquatic environment
10. How adjustments can be made to holding units to minimise the impact of adverse environmental variations
11. How do recommended guidelines and mitigation measures influence farming practices and the containment of stock
12. What are the current guidelines, recommended practices and implications following a breach of containment
13. What are the factors that can impact on containment, including how the actions of pests and predators can be controlled
14. What are the causes of containment failure and fish escape, including farm design

15. How does industry codes of best practice and law influence environmental maintenance programmes
16. How farm procedures are developed to accommodate holding unit characteristics
17. What procedures are used to monitor and determine the condition of holding units

EVIDENCE GUIDE

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

Evidence should include the ability to:

- determine the environmental requirements for the aquaculture site, in accordance with industry procedures
- develop a stocking specification to ensure optimal use of available holding units and achieve desired production performance and maintain the welfare needs of farmed fish
- develop environmental maintenance programmes to maintain a safe, secure and healthy farm environment, following industry procedures
- develop emergency procedures to be followed in the event of incidents likely to impact on the health and wellbeing of fish
- implement changes in husbandry practices to ensure that required environmental conditions are maintained

(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.

FP00021

Treat Health Problems in Fish

Unit Descriptor:

This unit deals with the skills and knowledge required for treating health problems in fish. It describes the work expectations associated with implementing a fish health treatment plan, preparing treatments, equipment and facilities to treat fish and administering treatment to fish.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Implement fish health treatment plan	1.1	Implement programmes to maintain fish health through the maintenance of bio-security, environmental conditions and stocking densities within holding units
		1.2	Investigate the causes of ill health and provide information to veterinarian for diagnosis, according to industry procedures
		1.3	Take appropriate action if a notifiable disease is suspected following industry procedures
		1.4	Organise activities required to support the implementation of health treatments according to requirements of fish health plan
2	Prepare treatments, equipment and facilities	2.1	Wear suitable personal protective equipment when working
		2.2	Carry out work safely in line with health and safety requirements
		2.3	Identify and acclimatize fish for the safe application of treatments, following workplace procedures
		2.4	Prepare treatments and equipment to meet specified requirements
		2.5	Prepare treatment facilities to effectively isolate/quarantine target stock during treatment, according workplace procedures
3	Administer treatment to fish	3.1	Administer treatments to fish accurately according to veterinary instructions whilst continually monitoring fish for signs of adverse reaction to treatment
		3.2	Use treatment facilities to control the application of treatments to avoid contaminating other stock and the environment, following workplace procedures
		3.3	Take emergency action, within limits of authority, in response to any adverse effect caused by treatments,

following workplace procedures

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| 4 | Terminate treatment of fish | 4.1 | Carry out procedures for withdrawal of treatment according to workplace procedures |
| | | 4.2 | Monitor treated fish to evaluate recovery and the effectiveness of treatments |
| | | 4.3 | Dispose of chemicals and treatments safely according to site waste management procedures |
| | | 4.4 | Re-introduce fish to culture facility according to workplace procedures |
| | | 4.5 | Maintain records of treatments applied following workplace procedures |

RANGE STATEMENT

Personal protective equipment includes:

- boots
- coveralls
- gloves
- eye protection
- respirators

Treatment methods include:

- bath
- injection
- in-feed treatment

Treatment facilities include:

- tanks
- ponds
- aquaria

Equipment includes:

- nets
- buckets
- aeration devices
- water treatment devices
- sterilization dips

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the health and safety requirements with treating health problems in fish
2. What is bio-security and its role in the maintenance of fish health
3. What is the site fish health plan and its role in the maintenance of fish health
4. How to investigate and diagnose cases of ill health in fish
5. Who to contact to obtain professional diagnosis
6. What are notifiable diseases and the actions to take if their presence is suspected
7. What are common preventative prophylactic treatments
8. What are the common responsive treatments used to cure health problems within fish
9. What are the methods used to safely apply internal and external treatments
10. How to calculate treatment doses and the importance of accuracy in treatment preparations
11. What are the reasons for keeping health records, and the importance of their accuracy

12. How to calculate withdrawal periods
13. What are the legal restrictions associated with withdrawal periods
14. What are the hazards associated with treatments and the precautions that are used to eliminate the hazards
15. How are fish acclimatized and quarantined for treatment
16. How are husbandry practices used to ensure successful treatments and maintain fish welfare
17. What are the equipment and methods used to treat fish
18. How to prepare the equipment used to treat fish
19. What is the importance of fully preparing fish before applying treatments
20. How to identify when fish are not fully prepared and ready for treatment
21. Why it is important to prepare treatment according to legal requirements
22. How to calculate treatment doses and the importance of accuracy in treatment preparations
23. Why is it important to apply treatment according to industry requirements
24. Why is it important to control treatments to protect other stock and the environment
25. Why treated stock need to be isolated and monitored
26. What is normal healthy fish behaviour both during and after treatments

EVIDENCE GUIDE

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

Evidence should include the ability to:

- implement programmes to maintain fish health through the maintenance of bio-security, environmental conditions and stocking densities within holding units
- investigate the causes of ill health and provide information to veterinarian for diagnosis, according to industry procedures
- identify and acclimatize fish for the safe application of treatments
- prepare treatments and equipment to meet specified requirements
- prepare treatment facilities to effectively isolate target stock during treatment
- administer treatments to fish accurately according to veterinary instructions whilst continually monitoring fish for signs of adverse reactions to treatment
- control the administration of treatments to cause minimum disturbance to stock and the environment

(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.

FP00022

Manage physical resources

Unit Descriptor:

This unit deals with the skills and knowledge required for ensuring the availability of the physical resources required to carry out planned activities in area of responsibility. It describes the work expectations associated with preparing justification for obtaining resources, planning and monitoring the use of resources.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Prepare justification for obtaining required resources	1.1	Obtain information from users of resources on what is required for effective workplace operations
		1.2	Evaluate past patterns of resource use, trends and developments likely to affect future demand for resources following workplace procedures
		1.3	Identify the range and quantity of resources required for the planned activities in area of responsibility, including contingencies
		1.4	Identify sustainable resources and ensure their effectiveness and efficiency according to industry procedures
		1.5	Prepare justification for the resources required, clearly showing the costs involved and the expected benefits in accordance with industry procedures
2	Plan for use of resources	2.1	Make appropriate adjustments to planned activities, where the required resources are not available
		2.2	Make arrangements with suppliers for resources to be available when required
		2.3	Prepare operational plan for effective use of available resources in accordance with manufacturer's guidelines to minimise any adverse impact on the environment following industry procedures
		2.4	Take appropriate action to ensure the storage and security of resources and ensure use in accordance with manufacturer's instructions and industry procedures
3	Monitor use of resources	3.1	Monitor the quality of resources and usage according to workplace procedures

- 3.2 Take corrective action to deal with any significant discrepancies between actual and planned resource use, following workplace procedures

RANGE STATEMENT

Resources include:

- tools and equipment
- materials
- feed and additives
- medication
- sanitation and water treatment agents
- services
- power/fuel supplies

Security measures for resources include:

- physical
- storage conditions
- issue for use

Actions to minimise impact on environment from resource use:

- adherence to recommended procedures and practices
 - I. frequency
 - II. quantity/dosage/concentration
 - III. stage at which administered
 - IV. personnel authorization for use
- monitoring of environment to determine possible impact from farming practices
- take corrective action to rectify impact

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. Why is it important to involve resource users in planning, identifying and monitoring resource use
2. How to identify the range and calculate the quantity of resources required to carry out planned activities
3. What are the importance of using sustainable resources, how to identify such resources and ensure their effective and efficient use
4. How to carry out a cost-benefit analysis
5. How to justify resource requirements
6. How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full
7. How to make arrangements with suppliers to ensure resources are available when required
8. What are the potential impact of resource use on the environment and actions you can take to minimise any adverse impact
9. What are the risks associated with the types of resources used and actions you can take to ensure resources are secured and used safely
10. What is the importance of monitoring the quality and use of resources continuously

11. What types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) can be taken in case of significant discrepancies between actual and planned resource use
12. What are the industry/sector requirements for managing physical resources
13. What are the past patterns of resource use in area of responsibility and how to monitor and use this information
14. Which are the trends and developments that affect future demand for resources in area of responsibility and how to evaluate the likely impact of these
15. What are the planned activities in your area of responsibility and the need to plan for possible contingencies

EVIDENCE GUIDE

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

Evidence should include the ability to:

- identify the range and quantity of resources required for the planned activities in area of responsibility, including contingencies
- prepare justification for the resources required, clearly showing the costs involved and the expected benefits
- prepare operational plan to use resources in ways that are efficient and minimise any adverse impact on the environment
- take timely corrective action to deal with any significant discrepancies between actual and planned resource use

(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.

FP00023

Allocate and Monitor Progress and Quality of Work

Unit Descriptor:

This unit deals with the skills and knowledge required to allocate and monitor the progress and quality of work in your area. It describes the work expectations associated with ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Allocate work to individuals and/or teams	1.1	Confirm work required in area of responsibility with manager and seek clarification, where necessary, on any outstanding points and issues
		1.2	Plan how work will be undertaken by seeking views from people in area of responsibility, identifying any priorities or critical activities and ensuring the best use of the available resources
		1.3	Allocate work to individuals and/ or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
		1.4	Inform individuals and/or teams on allocated work and the standard or level of expected performance
		1.5	Promote ways of working that maximise productivity and take account of team members expectations
2	Monitor progress and quality of work	2.1	Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
		2.2	Check that workers comply with health and safety procedures in accordance with industry requirements
		2.3	Identify and deal with problems and unforeseen events following workplace procedures
		2.4	Provide additional support and/or resources to individuals and/or teams to assist in completion of work following workplace procedures
		2.5	Monitor work area for conflict, identifying the cause(s) when it occurs and dealing with it promptly following workplace procedures

3	Review work plans	3.1	Identify unacceptable or poor performance, discuss the cause(s) and determine ways of improving performance with individuals and/or teams, following workplace procedures
		3.2	Recognise and acknowledge successful completion of significant pieces of work or work activities by individuals and/or teams, following workplace procedures
		3.3	Use information collected on the performance of individuals and/or teams in any formal appraisals of performance following workplace and industry procedures
		3.4	Report assessments and recommendations to manager for decision making
		3.5	Review and update plans of work, clearly communicating any changes to those affected according to workplace procedures

RANGE STATEMENT

Work methods that maximise productivity include:

- schedule of work
- allocation of duties/tasks
- facilitation of training

Methods of acknowledging successful performance include:

- recommendations for performance based incentives
- product based incentives

Methods of monitoring progress of work includes:

- performance appraisal
- meeting deadlines

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. How to select and successfully apply different methods for communicating with people across an area of responsibility
2. What is the importance of confirming/clarifying the work required in the area of responsibility with the manager
3. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work
4. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and available resources
5. How to identify sustainable resources and ensure their effective use when planning the work for area of responsibility
6. What is the importance of seeking views from people working in your area and how to take account of their views in producing the plan of work

7. Why is it important to allocate work to individuals and/ or teams on a fair basis and how to do so effectively
8. Why is it important to brief individuals and/or teams on allocated work and the standard or level of expected performance and how to do so effectively
9. What are the ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated
10. What are the ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance
11. How to provide prompt and constructive feedback to individuals and/or teams
12. Why is it important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
13. Why is it important to identify unacceptable or poor performance by individuals and/or teams and how to discuss with them the cause(s) and ways of improving performance
14. What type of problems and unforeseen events may occur and how to support individuals and/or teams in dealing with them
15. What additional support and/or resources individuals and/or teams might require to help them complete their work and how to assist in providing this
16. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated and improve their performance
17. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes
18. What is the importance of reviewing and updating plans of work for your area in the light of developments,
19. How to reallocate work and resources and how to clearly communicate the changes to those affected

EVIDENCE GUIDE

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

Evidence should include the ability to:

- plan how work will be undertaken ensuring the best use of the available resources
- allocate work to individuals and/ or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
- monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
- use information collected on the performance of individuals in formal appraisals of performance following workplace and industry procedures
- review and update plans of work, clearly communicating any changes to those affected 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, 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.

FP00024

Manage the Production of Fish for Sale or Transfer

Unit Descriptor:

This unit deals with the skills and knowledge required for managing the production of fish for sale or transfer. It describes the work expectations associated with implementing the production plan and overseeing the production of farmed fish to achieve given quality and quantity targets. This unit requires that you organise harvesting, preparation for sale or transfer and transportation.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Implement production plan for fish	1.1	Identify resources and market demand requirements to support the proposed production
		1.2	Monitor fish stock development regularly as scheduled, to establish potential production
		1.3	Analyse customer requirements and establish the farm's capability to meet specified quality and quantity requirements, following industry procedures
		1.4	Develop resources to support the effective implementation of the planned production activities and to maintain fish welfare requirements
2	Manage fish production and sale	2.1	Develop mechanisms to deal with factors which have the potential of disrupting production activities, following industry procedures
		2.2	Develop an effective recording system to support the production process and support the implementation of production activities to achieve specified production
		2.3	Evaluate the success of production operations, in accordance with industry procedures
		2.4	Arrange details of transport of fish for sale based on market demand requirements

RANGE STATEMENT

Resources include:

- people
- equipment
- storage
- transport

Mechanisms to deal with include:

- variations in environmental conditions
- malfunction of equipment
- stock shortage
- health of fish

Market demand requirements include:

- type of fish
- size of fish
- weight of fish
- delivery time and frequency
- product condition
- price

Details of transport

- chilled
- live

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the farm and holding unit production characteristics
2. How to establish the production potential for available fish stock
3. How customer requirements are accounted for within production
4. What is the importance of achieving customer requirements within production
5. Why it is important to maintain standards of fish welfare during production activities
6. Which factors are likely to disrupt production and how can a disruption be minimised
7. What are the resources required to support effective production
8. What are the production activities and their effective implementation
9. What are the legal requirements which control the production of fish
10. Why it is important to achieve planned production and customer requirements
11. Which methods are used to monitor planned production
12. How does codes of practice influence fish production
13. How to establish production to limit the impact of factors that can disrupt production
14. What are the reasons for keeping production records, and the importance of their accuracy
15. How legislation controls the movement of live fish
16. What methods are used to evaluate production

EVIDENCE GUIDE

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

Evidence should include the ability to:

- analyse market requirements and establish the farm's capability to meet specified quality and quantity, following industry procedures

- develop resources to support the effective implementation of the planned production activities and to maintain fish welfare requirements
- develop mechanisms to deal with factors which have the potential of disrupting production activities, following industry procedures
- evaluate the success of production operations, in accordance with industry procedures
- arrange details of transport of fish for sale based on market demand requirements

(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.

FP00025

Procure supplies

Unit Descriptor:

This unit deals with the skills and knowledge required for procuring supplies (products or services) from external suppliers. It describes the work expectations associated with sourcing possible suppliers and selecting a chosen supplier.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Source possible suppliers	1.1	Comply with relevant organisational procedures, legal and ethical requirements when procuring supplies
		1.2	Seek support from colleagues or legal specialists on any unclear procurement practices
		1.3	Consult with others involved to identify requirements for supplies, and prepare detailed specifications, where necessary
		1.4	Source supplies that meet requirements, identifying a range of supplies and/or suppliers to compare alternatives
2	Select supplier	2.1	Select supplies and suppliers which offer the optimal mix of quality, costs and reliability, following workplace procedures
		2.2	Make agreement with selected suppliers following workplace procedures
		2.3	Determine details of contract with supplier in accordance with workplace procedures
		2.4	Monitor the performance and service of suppliers and take prompt action to resolve any problems, in line with the terms of the contract

RANGE STATEMENT

Agreement with suppliers includes:

- quality
- timeliness
- reliability of supplies
- after sales service
- availability of credit facilities

Details of contract include:

- quality and quantity of supplies
- timescales and costs
- terms and conditions
- consequences if either party fails to comply with the contract

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What is the importance of following relevant organisational procedures and legal and ethical requirements when procuring supplies
2. What is the importance of consulting with others involved to identify requirements for supplies
3. How to prepare detailed specifications for procuring supplies
4. How to identify and source supplies which meet requirements
5. How to select supplies and suppliers which offer the optimal mix of quality, costs and reliability
6. How to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties
7. What is the importance of agreeing on a contract and how to do so
8. How to monitor the performance of suppliers in terms of the quality, timeliness and reliability of supplies
9. What is the importance of taking prompt action to resolve any problems with the performance of suppliers, how to decide what action should be taken and when
10. What are the workplace/Industry requirements for procuring supplies
11. Who to consult with to identify requirements for supplies

EVIDENCE GUIDE

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

Evidence should include the ability to:

- source supplies that meet requirements, identifying a range of supplies and/or suppliers to compare alternatives
- make agreement with selected suppliers following workplace procedures
- determine details of contract with supplier in accordance with workplace procedures
- monitor the performance of suppliers and take prompt action to resolve any problems

(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.

FP00026

Manage a Budget

Unit Descriptor:

This unit deals with the skills and knowledge required for managing a budget for a defined area or activity of work. It describes the work expectations associated with preparing, submitting and agreeing on a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Prepare budget	1.1	Prepare budget by evaluating available information for the respective area or activity of work
		1.2	Submit the proposed budget to the relevant people in the organisation for approval
2	Monitor actual performance and take action in response to budget variations	2.1	Monitor and control performance for the respective area or activity of work using agreed budget
		2.2	Identify the causes of any significant variances between what was budgeted and actual and take prompt corrective action, obtaining agreement from the relevant people according to workplace procedures
		2.3	Propose revisions to the budget in response to variances and/or significant or unforeseen developments and submit revisions to the relevant people following workplace procedures
		2.4	Provide ongoing information on performance against the budget to relevant people following workplace procedures
		2.5	Advise relevant people if evidence of potential fraudulent activities have been identified, following workplace procedures

RANGE STATEMENT

Information includes:

- operational costs and liabilities
- miscellaneous costs
- revenue generation
- additional earnings
- upgrades/improvements/expansions

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the purposes of budgetary systems.
2. Where to get and how to evaluate available information to be able to prepare a realistic budget
3. What is the importance of spending time on and consulting with others in preparing a budget
4. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered
5. How to use a budget to actively monitor and control performance for a defined area or activity of work
6. What are the main causes of variances and how to identify them
7. What different types of corrective action could be taken to address identified variances
8. How unforeseen developments can affect a budget and how to deal with them
9. What is the importance of making revisions to the budget and communicating the changes
10. What is the importance of providing regular information on performance against the budget to other people
11. What are the types of fraudulent activities and how to identify them
12. Why is it important to use the implementation of the budget to identify information and lessons for the preparation of future budgets.
13. What factors, processes and trends are likely to affect the setting of budgets in your industry/sector.
17. What are the organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
18. What is the agreed budget, how it can be used and how much it can be changed without approval
20. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format
21. What to do and who to contact if you suspect fraud has been committed

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

Evidence should include the ability to:

- prepare budget by evaluating available information for the respective area or activity of work
- identify the causes of any significant variances between what was budgeted and actual and take prompt corrective action, obtaining agreement from the relevant people according to workplace procedures
- propose revisions to the budget in response to variances and/or significant or unforeseen developments and submit revisions to the relevant people 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, 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.

FP00027

Provide On the Job Training

Unit Descriptor:

This unit applies to the skills and knowledge necessary to assist in the provision of on the job training in a wide range of different contexts.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Plan for delivery of on-the-job training	1.1	Objectives of training and competency to be achieved are identified
		1.2	Role in provision of training is clarified
2	Deliver on-the-job training	2.1	Training objectives are explained to trainee
		2.2	Training is carried out using appropriate techniques
		2.3	Trainee progress is monitored and constructive feedback provided to trainee
3	Review training program	3.1	Training program is evaluated according to standard operating procedure.
		3.2	Training data is recorded according to standard operating procedures
		3.3	Training is reported on according to standard operating procedures
		3.4	Training program is revised according to standard operating procedures

RANGE STATEMENT

Training is delivered in a one-to-one or small group situation.

The training must be structured and based on co-operation between trainer and other training personnel.

The training covers both underpinning knowledge and practical skills.

Training may be applied to technical, orientation, OH&S, or other areas.

Techniques that could be used as the subject of training includes:

- sketches
- drawings
- charts and maps
- logical presentation
- feedback
- production schedules

- written machine or job instructions
- client instructions
- signage
- memos
- work schedules/work bulletins
- explanation
- sound communication methods
- demonstration/practice

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

Knowledge

Knowledge of:

The following knowledge must be assessed as part of this unit:

- basic level of ability in speaking
- basic level in reading
- basic level in writing English
- basic numeracy
- work place safety requirements
- the use of work schedules, charts,
- work bulletins and memos

Skills

The ability to:

- work safely to instructions
- convey information in simple English to invoke correct actions
- assist in the provision of on the job training

EVIDENCE GUIDE

(1) **Critical Aspects of Evidence**

This unit should be assessed in conjunction with other specialisation or core units and not in isolation. The assessment should be linked with performance of normal workplace activities where the competency covered by this unit is demonstrated concurrently with other core or elective competencies. The communication tasks may be related to any aspect of the job, interacting with team members, receiving instructions, reporting and any other activity that requires communication with individuals or groups.

During assessment the individual will:

- demonstrate safe working practices at all times
- demonstrate the ability to assist in the provision of on the job training
- communicate information about tasks being undertaken to ensure a safe and efficient working environment
- take responsibility for the quality of their own work
- perform all tasks in accordance with standard operating procedures
- perform all tasks to specification

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and 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 all tools, equipment, 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 must 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

BSBFLM0033A

Contribute to effective workplace relationships

Unit Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Gather, convey and receive information and ideas	1.1	Information to achieve work responsibilities is collected from appropriate sources.
		1.2	The method(s) used to communicate ideas and information is appropriate to the audience.
		1.3	Communication takes into account social and cultural diversity.
		1.4	Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2	Develop trust and confidence	2.1	People are treated with integrity, respect and empathy.
		2.2	The organisation's social, ethical and business standards are used to develop and maintain positive relationships.
		2.3	Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance.
		2.4	Interpersonal styles and methods are adjusted to the social and cultural environment.
3	Build and maintain networks and relationships	3.1	Networking is used to identify and build relationships.
		3.2	Networks and other work relationships provide identifiable benefits for the team and organisation.
		3.3	Action is taken to maintain the effectiveness of workplace relationships.
4	Manage difficulties to achieve positive outcomes	4.1	Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance.
		4.2	Colleagues receive guidance and support to resolve their work difficulties.
		4.3	Poor work performance is managed within the organisation's processes.
		4.4	Conflict is managed constructively within the organisation's

- processes.
- 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from:

- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S) considerations

may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

Knowledge

Knowledge of:

The following knowledge must be assessed as part of this unit:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - developing trust and confidence
 - consistent behaviour in work
 - relationships
 - identifying the cultural and social environment
 - identifying and assessing

Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic

- interpersonal styles backgrounds and
- establishing networks
- problem identification and
- resolution
- handling conflict
- managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and 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 all tools, equipment, 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.

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