

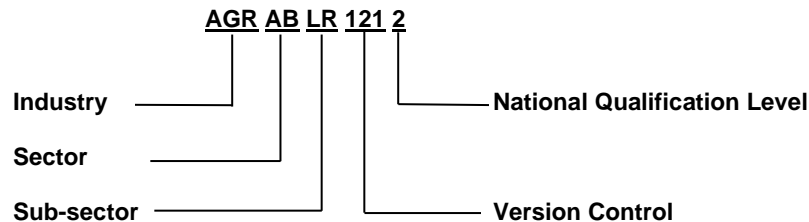


CCAGRABLR1212 CVQ Level 2 in Agricultural Entrepreneurship – Livestock Rearing

Unit Number	Unit Title	Requirement
U92402	Create a business plan	Mandatory
U92502	Maintain safe and effective working practices	Mandatory
U73603	Deliver reliable customer service	Mandatory
U93302	Manage the operation and performance of an enterprise	Mandatory
U93402	Plan to improve sales and marketing	Mandatory
U93502	Evaluate the effectiveness of sales and marketing	Mandatory
U93602	Manage business finances	Mandatory
U92602	Sell products and services	Mandatory
UA04402	Develop a personal entrepreneurial strategy	Mandatory
U86601	Monitor animal health and execute a disease control programme	Mandatory
U86701	Deliver feed and water to livestock	Mandatory
U86801	Breed livestock	Mandatory
U86901	Provide routine care for young livestock	Mandatory
U87001	Identify livestock	Mandatory
U87101	Perform milking operations	Mandatory
U87201	Prepare livestock and products for the domestic market	Mandatory

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

Legend to Unit Code



Key: AGR – Agriculture; AB – Agri-Business; LR – Livestock Rearing

ACKNOWLEDGEMENTS

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National Occupational Standards (UK)

Members of the Agricultural Entrepreneurship – Livestock Rearing Working Group

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Country of Origin

Barbados

Qualification Overview

About this qualification

This qualification is aimed at training providers, farm operators and potential agricultural entrepreneurs. The qualification is designed to support farming entrepreneurs in developing skills, planning their careers and/or in the development of sustainable businesses.

At this level, operators must have an understanding of the required skills and knowledge to successfully operate an enterprise and allows them to recognise and develop business opportunities as they arise.

Who is this qualification for?

The qualification is designed for a skilled individual who is operating and knowledge of agriculture and seeks to build business skills and add a fresh layer of enterprise or functioning with a great deal of autonomy within one. It presupposes that the individual has a basic knowledge to support this.

Who is the qualification for?

For young agriculturalists seeking to carve out a career, the qualification offers an insight into the possibilities that exist for engaging in entrepreneurial activity.

Jobs within the occupational area

- Farm operators
- Agriculturists
- Livestock Rearers

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 recognised 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

U92402**Create a business development plan**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop a business plan. Candidates are required to identify realistic objectives and potential growth areas. They will need to develop a plan which details how resources will be deployed to create a business that will be sustainable.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Create a business plan | 1.1 Determine the overall key business objectives to facilitate development of the business plan. |
| | 1.2 Identify the strengths and weaknesses in the business activities that may impact development of the business plan |
| | 1.3 Determine short, medium and long term business objectives. |
| | 1.4 Identify different ways in which the business objectives may be achieved. |
| | 1.5 Select the most appropriate business model and outline activities to meet business objectives. |
| 2. Monitor and evaluate the business plan | 2.1 Monitor performance and compare with the business development plan. |
| | 2.2 Evaluate the business planning process and make improvements where necessary. |
| | 2.3 Update the business plan in line with any changes. |

RANGE STATEMENT

All range statement statements must be assessed:

1. Business objectives may include but not limited to:

- Products and services
- Costs/revenue
- Processes
- Quality
- Sustainability
- Return on investment

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. Why a business plan is important.
2. How to identify strengths and weaknesses in the activities of the business.
3. How to set short, medium and long term business objectives.
4. How to select the most appropriate business model and plan activities to meet the business objectives.
5. What are the available resources for use.
6. How to develop a contingency plan.
7. How to apply the business plan to your work activities.
8. How to monitor performance and compare it with the business plan targets.
9. How to evaluate the business plan and update where necessary.
10. How to carry out market research and analyse market research information.
11. How to determine and monitor sustainability.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not** be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U92502**Maintain safe and effective working practices**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Maintain the safety of self and others in the workplace | 1.1 Work according to training and instructions received to avoid risk to self and others. |
| | 1.2 Wear the appropriate personal protective equipment according to organisational procedures. |
| | 1.3 Use approved methods and handling equipment when moving and lifting items. |
| | 1.4 Use appropriate equipment and materials safely according to organisational requirements and manufacturer's instructions. |
| | 1.5 Return equipment and materials to designated storage when not in use. |
| | 1.6 Keep the immediate work area tidy and free from hazards. |
| | 1.7 Dispose of waste in a designated area, in accordance with organisational procedures, and environmental and industry regulations. |
| | 1.8 Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices. |

- 1.9 Report accidents, incidents or problems to appropriate persons promptly and take immediate action to reduce further danger.
 - 1.10 Carry out work in an organised and efficient manner in accordance with specified procedures.
- 2. Maintain working relationships with others
 - 2.1 Develop appropriate and effective working relationships with others in accordance with organisational requirements.
 - 2.2 Carry out activities requiring cooperation with others in accordance with required procedures.
 - 2.3 Handle disagreements in accordance with organisational procedures.
 - 2.4 Communicate and in a manner which promotes effective working relationships.
- 3. Maintain and develop personal performance
 - 3.1 Take responsibility for tasks and activities in accordance with organisational requirements, either alone as part of a team.
 - 3.2 Seek advice from appropriate person if clarification is required concerning specific tasks.
 - 3.3 Review personal performance and development with appropriate persons, within agreed timelines.

RANGE STATEMENT

All range statement statements must be assessed:

1. Personal protective equipment may include but not limited to:

- Ear protection
- Gloves
- Footwear
- Overalls/coveralls
- Helmets/hats
- Eye protection

2. Equipment may include but not limited to:

- Manual
- Electronic

3. Waste may include but not limited to:

- Solid
- Liquids
- Hazardous/toxic

4. Others may include but not limited to:

- Colleagues
- Supervisors
- Customers

5. Personal performance and development may include but not limited to:

- Productivity
- Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to carry out work activities while avoiding risk to self and others.
2. What are the basic requirements of the health and safety, other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
9. Why it is important to use safe lifting techniques.
10. What are the correct and safe ways to use equipment and materials required for the work.
11. What are safe methods and areas for the storage of equipment and materials.
12. What are the organisational and legislative requirements for disposing of waste.
13. What health and safety records may need to be kept and how to do so.
14. How the conditions under which you work can affect efficiency and effectiveness.
15. What methods should be used to promote good environmental practice and to minimise environmental damage while working.
16. What procedures should be used for different types of emergencies in the industry.
17. Why it is important to develop and maintain effective working relationships and how to do so.
18. What procedures should be used in dealing with workplace disagreements.
19. Why it is important to communicate effectively and what are the available methods to do so.
20. How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation may be used to cover PCs 1.9 and 2.3.

U73603**Deliver reliable customer service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to deliver consistent and reliable service to customers. It looks at how to work with the organisation's service systems to meet or exceed customer expectations. It also examines how to deal with different types of customers in different circumstances and monitor that customer expectations have been met.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|---|--|
| 1. Give consistent service to customers | 1.1 Make realistic commitments to customers regarding service delivery. |
| | 1.2 Keep commitments to customers according to organisational standards. |
| | 1.3 Inform customers and provide reasons when commitments cannot be kept. |
| | 1.4 Identify and acknowledge changes in customer needs or expectations and adapt the service to meet these new requirements. |
| | 1.5 Refer customers to appropriate persons or organisations if unable to deal with their needs and expectations and keep them informed of what is happening. |
| 2. Check customer service delivery | 2.1 Monitor service delivery to ensure it meets customer needs and expectations. |
| | 2.2 Identify opportunities to deliver better service or improve service delivery. |
| | 2.3 Share relevant information with customers to maintain the organisation's standards of service delivery. |

RANGE STATEMENT

All range statements must be assessed:

1. Customers may include but not limited to:

- Internal
- External

2. Service delivery may include but not limited to:

- Procurement
- Logistics
- Transport
- Operations

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What is commitment and why it is important to keep it.
2. Why it is important to inform customers of commitments that cannot be kept and how and when to do so.
3. What are the organisational services or products.
4. What are the organisational procedures and systems for delivering customer service.
5. How to recognise changes in customer needs and expectations.
6. How to adapt customer service to changing customer needs.
7. How, when and why it is important to refer customers for resolution to a customer service issue.
8. What is service delivery and how to check it to make sure it meets customer needs and expectations.
9. How to identify opportunities to provide improved customer service.
10. What is feedback and how to obtain it.
11. What are the types of information that should be shared with customers.
12. What are the organisational standards for service delivery.
13. What is conflict resolution and how to employ it.
14. What are the methods and systems for measuring an organisation's effectiveness in delivering customer service.
15. Why it is important to keep customers up to date on changes.
16. What are the organisational procedures and systems for checking service delivery.
17. What are the organisational requirements for health and safety in own area of work.
18. What is rapport and how to develop it with customers.
19. What are positive and negative body language and facial expressions.
20. How and why people are different.
21. What are the contractual agreements customers share with the organisation.
22. What are the products or services of the organisation relevant to the service delivery role.
23. What are the various communication methods and procedures and how to use them.
24. How to deal with persons with diverse backgrounds and abilities.
25. What are the organisational standards and procedures .

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting all the performance criteria, range and underpinning knowledge over a three month period. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not** be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U93302

Manage the operation and performance of an enterprise

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage an agricultural or horticultural enterprise. The enterprise should have clear business objectives/targets and the system of production must be planned to deliver these. Equally, operating procedures and protocols must be defined and clearly communicated. Enterprise management practices must be compliant with environmental standards, legislation and codes of practice. A team approach to completing this unit is suggested.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | | | |
|----|--------------------------------|-----|--|
| 1. | Plan and oversee the operation | 1.1 | Define the objectives/targets of the enterprise and plan the production system accordingly. |
| | | 1.2 | Produce physical and financial forecasts based on the targets. |
| | | 1.3 | Produce and communicate the procedures and protocols to manage and monitor the performance of the enterprise to the team. |
| | | 1.4 | Manage the enterprise production system to minimise the environmental impact comply with industry standards and codes of practice. |
| | | 1.5 | Contribute to implementing systems to safeguard the health and hygiene of the produce at all times. |
| | | 1.6 | Establish measures for the recycling or disposing of waste in accordance with legal and industry requirements. |
| | | 1.7 | Use resources effectively while working within existing legislative requirements. |
| 2. | Monitor the enterprise | 2.1 | Confirm that the plan produces products that meet and respond to changing customer/market requirements. |
| | | 2.2 | Confirm compliance with relevant quality assurance standards. |

- 2.3 Evaluate the development of new technologies and their value and appropriateness to the enterprise.
- 2.4 Review and evaluate the performance of the enterprise to ensure targets and objectives are being met and make necessary changes.
- 2.5 Review the effectiveness of policies and protocols and make necessary change
- 2.6 Confirm that appropriate records are maintained.
- 2.7 Confirm that working methods promote health and safety and are consistent with relevant legislation and codes of practice.

RANGE STATEMENT

All range statements must be assessed:

1. Production system may include but not limited to:

- Conventional
- Organic
- Hydroponic
- Aquaponics
- Technology development

2. Resources may include but not limited to:

- Equipment
- Nutrients
- Waste
- People

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to define the objectives and targets of an enterprise.
2. How to plan and manage the production system.
3. How to produce physical and financial forecasts based on targets.
4. How to produce and communicate procedures and protocols to the team to manage the performance of the enterprise.
5. How to plan and manage the production system to minimise environmental impact and comply with industry standards and codes of practice.
6. How to plan and implement systems to safeguard the health and hygiene of the produce.
7. What are the legal and industry requirements for recycling or disposing of waste.
8. How to establish measures for recycling and disposing of waste.
9. What are the legislative requirements for planning and managing the use of resources.
10. What are the changing customer/market requirements.
11. How to ensure that the plan produced products that meet and respond to changing customer/market requirements.
12. What are the relevant quality assurance standards.
13. How to monitor compliance with relevant quality assurance standards.
14. How to evaluate the development of new technologies and their value and appropriateness to the enterprise.
15. How to evaluate the performance of the enterprise to ensure targets and objectives are being met
16. What changes need to be made following the evaluation of the performance of the enterprise.
17. How to review the effectiveness of policies and protocols and make changes where necessary.
18. Why it is important to maintain appropriate records.
19. Why it is important to ensure that working methods promote health and safety and comply with relevant legislation and codes of practice, and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U93402**Plan to improve sales and marketing**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan to improve sales and marketing for food products. Candidates will be required to gather information to determine trends in the sales of products or services and identify opportunities for the development of sales and marketing objectives. They will also need to develop a plan which includes setting objectives, timelines and determine the cost of a sales and marketing campaign.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|-----------------------|---|
| 1. Gather information | <ul style="list-style-type: none"> 1.1 Collate and evaluate information on sales figures and sales and marketing trends relating to products or services. 1.2 Use the information to determine the market and customers for products or services. 1.3 Determine whether there are opportunities in the market for new products or services now or in the future. 1.4 Research and collate information on competitors' products and services and the impact on the business. 1.5 Review collated information to ensure that conclusions support the strategy, objectives and development plans of the business. 1.6 Communicate information to relevant persons. |
| 2. Plan marketing | <ul style="list-style-type: none"> 2.1 Decide what is to be achieved by marketing and match this to the strategy, objectives and development plans of the business. 2.2 Evaluate the success of any previous marketing efforts and use this information to build a marketing plan |

- 2.3 Determine a reasonable time to achieve marketing objectives.
 - 2.4 Prepare a detailed budget for marketing.
 - 2.5 Produce a marketing plan based on information gathered.
 - 2.6 Communicate the marketing plan to relevant persons.
3. Prepare a sales plan
- 3.1 Confirm that sales targets match the strategy, policy and objectives of the business.
 - 3.2 Determine a reasonable time to achieve sales targets.
 - 3.3 Confirm the available sales tools and techniques for the business.
 - 3.4 Prepare a detailed budget for sales and examine the likely effect on the business of achieving or not achieving the sales targets.
 - 3.5 Produce a comprehensive sales plan according to organisational requirements.
 - 3.6 Communicate the sales plan to relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. Market may include but not limited to:

- Local
- Regional
- International

3. Relevant persons may include but not limited to:

- Team members
- Technical specialists

2. Research may include but not limited to:

- Published reports and statistics
- Internet
- Marketing specialists
- Sales specialists
- Marketing and sales journals

4. Sales tools and techniques may include but not limited to:

- Direct marketing
- Print media advertising
- Electronic media advertising
- Social media

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to collate and evaluate information on sales figures and sales and marketing trends relating to products or services.
2. How to use collated and evaluated information to determine the market and customers for products or services.
3. How to ensure the right products are targeted at the right customers.
4. How to determine whether there are opportunities in the market for new products or services now or in the future.
5. What are the characteristics and specific requirements of various markets.
6. Why it is important to research and collate information on competitor's products and services and its impact on the business.
7. How to conduct market and sales research and collate and analyse information on competitor's products and services and determine its impact on the business.
8. Why it is important to review collated information to ensure that conclusions support the strategy, objectives and development plans of the business.
9. How to communicate information to relevant persons.
10. How to decide what is to be achieved by marketing and how to match this to the strategy, objectives and development plans of the business.
11. Why it is important to evaluate the success of previous marketing efforts and how to use this information to build a marketing plan.
12. What is a reasonable time to achieve marketing objectives and sales targets.
13. How to prepare a detailed budget for marketing and sales.
14. What are marketing and sales plans and how to produce comprehensive plans.
15. Why it is important to communicate the marketing and sales plans to relevant persons.
16. Why it is important that sales targets match the strategy, policy and objectives of the business.
17. What are the available sales tools and techniques for the business.
18. How to examine the likely effect on the business of achieving or not achieving sales targets.
19. How to produce a comprehensive sales plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not** be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U93502**Evaluate the effectiveness of sales and marketing**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to establish, apply and monitor measures, which can be used to evaluate the effectiveness of marketing activities for the enterprise and its products or services. The unit is for those involved in marketing or selling activities, for example, managers or proprietors of small or medium-sized businesses.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Monitor sales and marketing performance | <ul style="list-style-type: none"> 1.1 Identify marketing and sales targets and performance indicators in accordance with the business plan. 1.2 Evaluate the outcomes of marketing and sales activities against agreed targets and indicators. 1.3 Support team members in identifying and addressing obstacles to achieving marketing and sales targets. 1.4 Identify areas of underperformance and undertake actions to address these. |
| 2. Evaluate sales and marketing performance | <ul style="list-style-type: none"> 2.1 Commend individuals and teams for the successful completion of marketing and sales activities and the achievement of targets. 2.2 Indicate the contribution made to financial performance from key marketing and sales activities. 2.3 Use indicators and outcomes to improve future marketing and sales activities. 2.4 Use information obtained to make any necessary adjustments to the business plan |

RANGE STATEMENT

All range statements must be assessed:

1. Performance indicators may include but not limited to:

- Sales
- Marketing
- Team performance

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What is the business plan.
2. How to determine marketing and sales targets and performance indicators in accordance with the business plan.
3. Why it is important to monitor and evaluate the outcomes of marketing and sales activities against agreed targets and indicators and how to do so.
4. Why it is important to support team members in identifying and addressing obstacles to achieving marketing and sales targets.
5. How to identify areas of under-performance and what actions can be taken to address them.
6. Why it is important to acknowledge the successful completion of marketing and sales activities and the achievement of targets by individuals and teams.
7. How to indicate the contribution made to financial performance from key marketing and sales activities.
8. How to use indicators and outcomes to improve future marketing and sales activities.
9. How to use information obtained to make necessary adjustments to the business plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U93602**Manage business finances**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage the finances of a business. It is suitable for those who are business managers or owner managers of small or medium sized businesses. Candidates should know how to set up a basic accounting system, make forecasts, and prepare and monitor budgets.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Develop a business financial strategy | 1.1 Set financial targets that match the aims of the business. |
| | 1.2 Develop contingency plans in line with organisational procedures. |
| | 1.3 Estimate the financial state of the business. |
| | 1.4 Use appropriate sources of advice to plan the business finance and make investments. |
| | 1.5 Determine the financial management systems to be used and ensure that all necessary accounting information will be provided. |
| 2. Prepare financial forecasts | 2.1 Determine what financial forecasts are required to help plan the business. |
| | 2.2 Determine what information is required to prepare a forecast. |
| | 2.3 Set targets for making investments. |

RANGE STATEMENT

All range statements must be assessed:

1. Sources of advice may include but not limited to:

- Financial/marketing/sales advisors
- Books/journals/newspapers
- Internet
- Television
- Other

2. Forecasts may include but not limited to:

- Profit and loss
- Cash flow
- Sales

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the aims of the business.
2. How to set financial targets to match the aims of the business.
3. What financial targets are important to the business.
4. What are contingency plans and how to develop them.
5. How to estimate the financial state of the business.
6. What are appropriate sources of advice to plan the business finance and make investments.
7. Why it is important to determine the financial management systems to be used and how to do so.
8. How to ensure that all necessary accounting information will be provided from the financial management systems.
9. What are financial forecasts and how to determine which ones will help plan the business.
10. How to determine what information is required to prepare a forecast.
11. How to set targets for making investments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U92602**Sell products and services**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to use sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Perform routine assessment of products for harvesting | 1.1 Update knowledge of products and services according to organisational requirements. |
| | 1.2 Consult with experienced sales staff or product information guide to increase product knowledge. |
| 2. Approach customer | 2.1 Identify, determine and apply timing of effective sales approach. |
| | 2.2 Convey a positive impression to arouse customer interest. |
| | 2.3 Identify and analyse trends and patterns of customer buying behavior. |
| | 2.4 Focus customer on specific merchandise using appropriate communication skills. |
| 3. Gather information | 3.1 Apply questioning techniques to determine customer buying motives. |
| | 3.2 Identify customer requirements using effective listening skills. |
| | 3.3 Interpret and clarify non-verbal communication cues. |
| 4. Sell benefits | 4.1 Match customer needs to appropriate products and services. |
| | 4.2 Communicate product features and benefits clearly to customers. |

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- 4.3 Communicate product use and safety requirements to customers.
 - 4.4 Refer customers to appropriate product specialist as required.
 - 4.5 Answer routine customer questions accurately and honestly or refer to more experienced senior sales staff.
5. Overcome objections
- 5.1 Identify and accept customer objections in a courteous and respectful manner according to organisational procedures.
 - 5.2 Categorise objections into price, time and merchandise characteristics.
 - 5.3 Offer appropriate solutions according to organisational policy.
 - 5.4 Apply problem solving to overcome customer objections according to organisational policy.
6. Close sale
- 6.1 Monitor, identify and respond to customer buying signals appropriately according to organisational procedures.
 - 6.2 Use appropriate communication skills to encourage customers to make purchase decisions.
 - 6.3 Select and apply appropriate method of closing sale according to organisational procedures.
7. Maximise sales opportunities
- 7.1 Identify and apply opportunities for making additional sales.
 - 7.2 Advise customers on complimentary products or services according to customer's identified need and organisational policies
 - 7.3 Review personal sales outcomes to maximise future sales.

RANGE STATEMENT

All range statements must be assessed:

1. Communication skills may include but not limited to:

- Body language
- Active listening
- Tone of voice
- Questioning
- Providing feedback

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the store policies and procedures in regard to:
 - Selling products and services
 - Allocated duties and responsibilities
2. What is the store merchandise and service range.
3. How to explain product knowledge for area/section.
4. What is the basic operational knowledge of relevant:
 - Statutory requirements including consumer protection law
 - Industry codes of practice
 - Non-governmental consumer organisation
5. How to identify verbal and non-verbal communication cues.
6. How to apply questioning and listening techniques.
7. How to handle difficult customers
8. How to negotiate with customers.
9. How to identify and solve problems.
10. How to respond to sales performance appreciation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting all the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Research/project work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

UA04402**Develop a personal entrepreneurial strategy**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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|--|--|
| 1. Identify and assess entrepreneurial characteristics | 1.1 Conduct relevant research and identify the required entrepreneurial characteristics. |
| | 1.2 Present the findings of research conducted on entrepreneurial ventures and successes in the Caribbean region in the appropriate format. |
| | 1.3 Assess and rank identified entrepreneurial characteristics. |
| | 1.4 Identify factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind. |
| 2. Develop a self-assessment profile | 2.1 Use self-assessment tools/methods to properly identify personal entrepreneurial potential. |
| | 2.2 Apply creatively problem-solving techniques and principles to solve business related problems. |
| | 2.3 Obtain appropriate feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/weakness. |

3. Craft an entrepreneurial strategy
 - 3.1 Develop a profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do.
 - 3.2 Identify areas for development to determine commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognising management competencies.
 - 3.3 Develop written guidelines to obtain feedback that is solicited, honest, straightforward and helpful but not all positive or negative to facilitate reviews.
 - 3.4 Develop a framework and process of setting goals which demand time, self-discipline, commitment, dedication and practice.
 - 3.5 Establish goals that are specific and concrete, measurable, relate to time and are realistic and attainable
 - 3.6 Establish how priorities including identifying conflicts and trade-offs and how these may be resolved.
 - 3.7 Identify potential problems, obstacle and risks in meeting goals.
 - 3.8 Identify specific action steps that are to be performed to accomplish goals.
 - 3.9 Indicate the method by which results will be measured.
 - 3.10 Establish milestones for reviewing progress and tying these to specific dates on a calendar.
 - 3.11 Identify sources of help to obtain resources.

- 3.12 Provide evidence of the ability to review progress and periodically revise goals to meet requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Concepts may include but not limited to:

- Risk
- Entrepreneurship
- Macro-screening
- Micro-screening
- Competition
- Wage employment

2. Influence factors may include but not limited to:

- Market conditions
- Markets – demand/supply
- Global trends
- Level of economic activities
- Funding
- Economic stability
- Social stability
- Resources available

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What is a personal entrepreneurial profile system.
2. How to identify concepts associated with entrepreneurship.
3. How to identify and explain factors which influence entrepreneurship locally and regionally.
4. How to clearly explain the importance of entrepreneurship to economic development and employment.
5. What it is important to demonstrate an understanding of the process and discipline that enables an individual to evaluate and shape choices and to initiate effective action.
6. What is the difference between wage employment and entrepreneurial ventures.
7. What are effective management systems for:
 - marketing
 - operations/productions
 - finance
 - administration
 - law
8. How to measure feedback.
9. What are the methods for developing a personal and business plan.
10. What is the difference between entrepreneurial and management culture.
11. How to determine barriers to entrepreneurship.
12. How to minimise exposure to risk.
13. How to exploit any available resource.
14. How to tailor a reward system to meet a particular situation.
15. How to effectively plan and execute activities.
16. How to use computer technology to undertake assessments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting all the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U86601**Monitor animal health and execute a disease control programme**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to monitor the health of livestock and assist with the control of diseases through treatments and measures.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|-------------------------------------|--|
| 1. Evaluate the health of livestock | <ul style="list-style-type: none"> 1.1 Inspect animals to distinguish between healthy and unhealthy livestock. 1.2 Identify signs of illness, injury or disease promptly and report them to the relevant persons according to organisational and industry requirements. 1.3 Conduct an initial assessment of the extent of illness and damage/injury and report to the relevant persons. 1.4 Identify changes in the behavior or condition of livestock or worsening of injuries or diseases and report them to the relevant persons according to organisational and industry health requirements. |
| 2. Prepare for treatment | <ul style="list-style-type: none"> 2.1 Select and prepare the appropriate tools and equipment for treatment according to organisational procedures and industry requirements. 2.2 Select and use personal protective equipment according to organisational procedures and industry requirements. 2.3 Restrain livestock for treatment in accordance with animal safety regulations and organisational requirements. |

- 3. Administer treatment
 - 3.1 Contribute to the preparation and administration of treatment according to supervisor's instructions, manufacturer's recommendations and veterinary instructions.
 - 3.2 Treat affected livestock according to supervisor's or veterinary instructions ensuring that other livestock remain unharmed.
 - 3.3 Separate and monitor affected livestock for signs of recovery or continued illness or injury and report to relevant persons.
 - 3.4 Dispose of carcasses and waste in accordance with industry and organisational requirements.

- 4. Maintain records
 - 4.1 Document illness and injuries according to organisational and industry requirements.
 - 4.2 Record treatment regimens according to organisational requirements.
 - 4.3 Review and update information according to organisation and industry requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Livestock may include but not limited to:

- Ruminants (large and small)
- Non- ruminants
- Poultry

3. Diseases may include but not limited to:

- Parasitic infestation
- Infectious diseases
- Non- infectious diseases

5. Personal protective equipment may include but not limited to:

- Eye and face protection
- Head protection
- Foot and leg protection
- Hand and arm protection
- Body protection
- Hearing protection
- Lung protection

7. Dispose may include but not limited to:

- Burial
- Burning/incinerating

9. Document may include but not limited to:

- In writing
- Electronically

2. Relevant persons may include but not limited to:

- Supervisor
- Farm manager
- Environmental health officer
- Veterinary officer

4. Tools and equipment may include but not limited to:

- Manual
- Mechanical
- Electrical

6. Treatment may include but not limited to:

- Intravenously
- Orally

8. Waste may include but not limited to:

- Liquids
- Solids

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to distinguish between healthy and unhealthy livestock.
2. How to identify signs of illness, injury and disease and to whom it should be reported.
3. What are the organisational and industry requirements for reporting illness or injuries in livestock.
4. How to conduct an initial assessment of the severity and extent of illness and damage/injury.
5. How to identify changes in the behavior or condition of livestock or worsening of injuries or diseases and why it is important to report them.
6. How to select and prepare tools and equipment for the treatment of diseases.
7. How to select and use personal protective equipment.
8. How to contribute to the preparation and administration of treatments and how to follow instructions in doing so.
9. What is the difference between intravenously and orally administered treatments.
10. How to ensure that unaffected livestock remains unharmed whilst administering treatment to affected livestock.
11. What are the organisational and industry requirements for disposing of carcasses and waste.
12. What are the organisational procedures for documenting illness and injuries.
13. How to maintain up to date records of treatments and results.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U86701**Deliver feed and water to livestock**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide feed and water to livestock and clean and sanitize equipment. It includes checking body weights and selecting, measuring and distributing feed. It addresses the storage requirements for feed as well as the need to observe livestock as they feed and drink.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|------------------------------------|--|
| 1. Collect feed and feed livestock | 1.1 Select the correct type and quality of feed in accordance with supervisor's instructions and type of livestock, size and stage of development. |
| | 1.2 Measure feed in accordance with supervisor's instructions and type and stage of livestock. |
| | 1.3 Distribute feed among feeders in accordance with the supervisor's instructions. |
| | 1.4 Observe feeding to ensure that all the livestock have access to feeders and are feeding. |
| | 1.5 Record feed usage in accordance with organisational requirements. |
| 2. Store feed | 2.1 Prepare the storage space for feed in accordance with organisational requirements. |
| | 2.2 Stack feed on shelves or pallets to allow for easy checking, monitoring and counting. |
| | 2.3 Record the date, time and quantity of feed in storage according to organisational requirements. |
| 3. Provide water to livestock | 3.1 Select the correct watering equipment as instructed by the supervisor. |

- 3.2 Check and adjust watering equipment to ensure functionality and that all livestock have access.
- 3.3 Check that clean fresh water is available for livestock
- 4. Check body weights
 - 4.1 Catch/herd and restrain livestock in accordance with animal safety regulations for weighing.
 - 4.2 Weigh livestock according to industry requirements.
 - 4.3 Record the weight and condition of the livestock in accordance with animal safety regulations.

RANGE STATEMENT

All range statements must be assessed:

1. Feed may include but not limited to:

- Forage
- Concentrate
- Additives/supplements

2. Livestock may include but not limited to:

- Ruminants (large and small)
- Non-ruminant
- Poultry

3. Equipment may include but not limited to:

- Automatic
- Manual

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the different types of livestock
2. How to catch and restrain livestock.
3. What are the organisational and industry requirements for weighing livestock.
4. How to weigh and inspect livestock and how to report on these areas according to organisational requirements.
5. What are the different types of feed.
6. What are the types of feed for different livestock at different stages of their development.
7. How to match the appropriate feed to the size and developmental stages of livestock and purposes for which they are raised.
8. What are the various types of feeding equipment and how to select the most appropriate one.
9. How to determine what is the adequate feeding space for livestock.
10. How to select and measure feed.
11. How to observe livestock movement and feeding practices in accordance with organisational requirements.
12. What are the different types of watering equipment and how to adjust them.
13. What are the organisational requirements for providing clean, fresh water to livestock.
14. What are the organisational requirements for preparing storage spaces for feed.
15. How to stack feed on shelves or pallets and monitor for infestation.
16. Why it is important to make accurate records of the date, time and quantity of feeding.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U86801**Breed livestock**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to mate livestock and care for pregnant and new-born livestock. It takes into consideration the need to observe the mating process and pregnancy and speaks to preparing for labor and monitoring the feeding habits of newborns. Candidates are also required to document the process and maintain records.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

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|--------------------------------|-----|---|
| 1. Mate livestock | 1.1 | Select and use the appropriate personal protection equipment for mating livestock. |
| | 1.2 | Separate out livestock of breeding age and group them according to organisational requirements. |
| | 1.3 | Observe livestock for signs of heat and report the results to relevant persons. |
| | 1.4 | Prepare livestock for mating in accordance to industry standards and organisational requirements. |
| | 1.5 | Observe mating to ensure that it has occurred and that the livestock shows no signs of injury. |
| | 1.6 | Maintain breeding records according to organisational requirements. |
| | 1.7 | Observe livestock for signs of pregnancy or recurrence of heat and report to the supervisor. |
| 2. Care for pregnant livestock | 2.1 | Separate out pregnant livestock according to supervisor's instructions and feed and house them according to industry standards and organisational requirements. |
| | 2.2 | Observe livestock for signs of distress during pregnancy and report them to relevant persons. |

-
3. Provide support at parturition
- 2.3 Observe livestock for signs of labour and report to relevant persons.
 - 3.1 Select and use the appropriate personal protective equipment and observe health and safety requirements during parturition.
 - 3.2 Provide clean bedding and fresh water for the livestock
 - 3.3 Observe livestock for signs of distress during labour and report to the relevant persons.
 - 3.4 Clean and disinfect the umbilical cord according to industry standards and organisational requirements, observe for any signs of infection and report to the relevant persons.
 - 3.5 Observe livestock to ensure that the placenta has been delivered and report to the relevant persons if delivery has not occurred.
 - 3.6 Remove any dead newborns and dispose of them and any other waste in accordance with health and safety and industry standards and organisational requirements.
 - 3.7 Observe newborns to ensure that they are suckling.
 - 3.8 Identify orphans or newborns that are not feeding and report them to the relevant persons.
 - 3.9 Observe how the mother interacts with the young and report any negative interactions to the relevant persons.
 - 3.10 Maintain records according to organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment** may include but not limited to:
 - Goggles/visors
 - Hats/helmets
 - Boots
 - Gloves
 - Overalls/coveralls
 - Ear protection
 - Face masks/respirators
2. **Livestock** may include but not limited to:
 - Ruminants (large and small)
 - Non-ruminants
 - Poultry
3. **Signs of heat** may include but not limited to:
 - Standing to be mounted
 - Mounting other animals
 - Mucus discharge
 - Swelling and reddening of the vulva
 - Bellowing, restlessness, trailing
 - Sniffing other animals' vulvas and urine
4. **Relevant persons** may include but not limited to:
 - Supervisor
 - Farm manager
 - Veterinary officer
5. **Prepare** may include but not limited to:
 - Washing
 - Grooming
6. **Mating** may include but not limited to:
 - Naturally
 - Artificial insemination
7. **Records** may include but not limited to:
 - Manual
 - Electronic
8. **Signs of pregnancy** may include but not limited to:
 - No longer in heat
 - Change in behaviour (animal becomes quiet etc.)
 - Enlarging stomach
 - Drop in milk production

9. Signs of distress may include but not limited to:

- Not eating or drinking
- Making unusual noises
- Lethargic or laying down
- Preferring isolation

11. Waste may include but not limited to:

- Liquid
- Solid
- Hazardous
- Organic
- Recyclable

13. Negative interactions may include but not limited to:

- Physical abuse
- Refusal to feed
- Abandonment

10. Signs of labour may include but not limited to:

- Enlarging stomach
- Heavy udder and stiffened teats
- Red vulva becomes red and swollen with the presence of mucous and blood-coloured fluid
- Animal is restless
- Water bag appears at the vulva

12. Report may include but not limited to:

- Verbally
- Electronically

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What personal protective equipment is appropriate for use when breeding livestock.
2. How to identify livestock that is of breeding age and how to group them.
3. What are the signs of heat and how to identify them.
4. How to prepare livestock for mating.
5. How to handle livestock during mating or insemination.
6. Why it is important to monitor livestock while mating.
7. How to maintain breeding records and why it is important to do so.
8. What are the signs of pregnancy in livestock and how to identify them.
9. What are the feeding and housing requirements for pregnant livestock.
10. What are the signs of distress during pregnancy and labour.
11. What are the signs of labour in pregnant livestock.
12. What hygiene and safety requirements should be observed during parturition.
13. Why it is important to provide clean bedding and fresh water in livestock.
14. How to clean and disinfect the umbilical cord and how to tell if it is infected.
15. Why it is important to report infections to the relevant persons.
16. What is the placenta and why it is important for it to be delivered.
17. How to tell whether the placenta has been delivered.
18. What are the health and safety, industry and organisational requirements for disposing of dead newborns.
19. How to remove and dispose of dead newborns.
20. What are the types of waste that are generated during parturition.
21. Why it is important for young livestock to suckle.
22. Why it is important to ensure milk let-down from the mother.
23. How to identify when new-borns are not feeding.
24. What are the interaction patterns between mothers and new born livestock.
25. What records need to be kept of the mating process and why.
26. What are the organisational requirements for maintaining records.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U86901 Provide routine care for young livestock

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to care for young livestock. It speaks to preparing livestock accommodation and equipment and takes into consideration catching and restraining young livestock as well as monitoring their health and growth.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Prepare accommodation and equipment | 1.1 Select and use the appropriate personal protective equipment. |
| | 1.2 Organise accommodation and equipment in accordance with supervisor's instructions and industry standards. |
| | 1.3 Secure accommodation against predators in accordance with organisational requirements. |
| | 1.4 Check equipment to ensure that it is in good working order. |
| 2. Care for young livestock | 2.1 Select and use personal protective equipment according to organisational and industry health and safety requirements. |
| | 2.2 Catch and restrain young livestock for separation from the mother in accordance with animal safety regulations and organisational requirements. |
| | 2.3 Wean livestock in accordance with industry standards and organisational requirements. |
| | 2.4 Provide the correct quantity and type of feed required for the size and stage of development in accordance with industry standards and organisational requirements. |

- 2.6 Catch and weigh livestock, compare growth and report to the relevant persons in accordance with industry and organisational standards.
 - 2.7 Observe livestock for signs of distress and report to the relevant persons.
 - 2.8 Check for, remove and dispose of young dead livestock in accordance with organisational requirements and health and safety standards.
3. Administer treatment
- 3.1 Contribute to the preparation of treatments according to supervisor's instructions, manufacturer's recommendations and veterinary instructions.
 - 3.3 Apply treatment to the affected livestock according to supervisor's or veterinary instructions ensuring that other livestock remain unharmed.
 - 3.3 Monitor young livestock to ensure no ill effects of the treatment.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment** may include but not limited to:
 - Goggles/visor
 - Hats/helmets
 - Boots
 - Gloves
 - Overalls/coveralls
 - Ear protection
 - Face masks/respirators
2. **Accommodation** may include but not limited to:
 - Indoor
 - Outdoor
3. **Prepare** may include but not limited to:
 - Cleaning watering troughs/vessels
 - Providing clean, uncontaminated water
 - Removing debris and waste
 - Changing bedding
 - Repairing damage i.e., holes in structure etc.
 - Maintaining correct temperature
 - Maintaining adequate ventilation
 - Removing hazards
4. **Equipment** may include but not limited to:
 - Feeding
 - Watering
 - Temperature/ventilation control devices
5. **Livestock** may include but not limited to:
 - Ruminants (large and small)
 - Non- ruminants
 - Poultry
6. **Feed** may include but not limited to:
 - Forage
 - Concentrate
 - Additives/ supplements
7. **Patterns** may include but not limited to:
 - Huddling together in specific areas
 - Segregation
8. **Relevant persons** may include but not limited to:
 - Supervisor
 - Manager
 - Veterinary officer
 - Aggression
 - Not feeding/drinking
 - Isolation
 - Increased lowing or other noises
9. **Signs of distress** may include but not limited to:
 - Lethargy

10. Treatments may include but not limited to:

- Intravenously
- Orally

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to select and use personal protective equipment.
2. How to follow instructions in relation to preparing accommodation and equipment.
3. How to prepare accommodation and equipment for young livestock.
4. How to check equipment to ensure that it is functioning effectively.
5. Why it is important to secure accommodation from predators and how to do so.
6. How to safely catch and restrain young livestock and what are the regulations pertaining to this.
7. How to wean livestock.
8. How to determine the correct quantity and type of feed for the size and stage of development of livestock.
9. Why it is important to monitor the distribution of young livestock in the accommodation and how to analyse patterns in distribution and behaviour.
10. What are the different types of feeding, watering and temperature control equipment and how to check them.
11. What are the different types of feed concentrate used for young livestock and what are the industry standards and organisational requirements for feeding them.
12. Why it is important to compare growth rates in livestock and how to do so.
13. What are the organisational procedures for reporting growth rates and to whom this information should be reported.
14. What are signs of distress in young livestock and why it is important to report them.
15. What are the environmental, industry and safety requirements for disposing of young dead livestock.
16. How to follow instructions in administering treatment to young livestock.
17. How to prepare for the treatment of young livestock.
18. What are the different types of treatments used for young livestock and how to administer them.
19. Why it is important to monitor young livestock to ensure no ill effects of the treatment and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U87001**Implement a livestock identification system**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to identify livestock by tagging, marking or branding. It includes following health and safety regulations when carrying out operations and monitoring livestock during the process.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|--|-----|--|
| 1. Prepare to identify livestock | 1.1 | Select and use the appropriate personal protective equipment. |
| | 1.2 | Check, clean and disinfect equipment in accordance with hygiene standards, manufacturer's and organisational requirements. |
| | 1.3 | Catch and restrain livestock in accordance with animal safety regulations and organisational requirements. |
| 2. Perform livestock identification activities | 2.1 | Categorise livestock in accordance with specified method in accordance with industry standards. |
| | 2.2 | Mark or brand livestock ensuring that it does not suffer undue pain or distress. |
| | 2.3 | Separate livestock ensuring safety to self and others. |
| | 2.4 | Check livestock to ensure that it has not suffered any ill effects from the identification process. |
| 3. Complete identification operations | 3.1 | Release livestock into the accommodation once identification process is complete. |
| | 3.2 | Dispose of waste in accordance with health and safety requirements. |

- 3.3 Monitor livestock for signs of infection and report to relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment** may include but not limited to:
 - Goggles/visors
 - Hats/helmets
 - Boots
 - Gloves
 - Overalls/coveralls
 - Ear protection
 - Face masks/respirators
2. **Equipment** may include but not limited to:
 - Ear tagging pliers
 - Branding irons
 - Needles
 - Chains
 - Notchers
3. **Identify** may include but not limited to:
 - Notching
 - Tags (electronic, manual)
 - Branding
 - Chains
 - Nose printing
 - Tattooing
4. **Livestock** may include but not limited to:
 - Ruminants (large and small)
 - Non-ruminants
 - Poultry
5. **Accommodation** may include but not limited to:
 - Outdoor
 - Indoor
6. **Waste** may include but not limited to:
 - Liquid
 - Solid
 - Hazardous
7. **Signs of infection** may include but not limited to:
 - Redness and swelling
 - Pain
 - Inflammation
 - Discharge
 - Fever and warmth at site
8. **Relevant persons** may include but not limited to:
 - Supervisor
 - Manager
 - Veterinary officer

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to select and use personal protective equipment.
2. What are the different types of equipment used in identifying livestock.
3. What are the hygiene standards and manufacturer's and organisational requirements pertaining to checking, cleaning and disinfecting equipment.
4. How to check, clean and disinfect identifying equipment.
5. How to catch and restrain livestock and what are the animal safety regulations and organisational requirements for doing so.
6. What are the different methods for identifying livestock and how are these carried out.
7. How to ensure that the animal does not suffer undue pain or distress during the process.
8. How to ensure safety to self and others whilst carrying out the identification process.
9. How to identify that the animal has not suffered any ill effects of the identification process.
10. What are industry standards for identifying livestock.
11. How to release livestock after restraint.
12. What are the health and safety requirements for disposing of waste.
13. What are the different methods of disposing of waste.
14. What are the signs of infection in livestock.
15. Who are the relevant persons to whom one should report signs of infection.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U87101**Perform milking operations**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to milk livestock. Health, safety and hygiene are emphasised throughout the entire process including the safe guiding and release of livestock. Candidates are required to carry out milking in accordance with industry standards and identify problems with livestock and milk.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|-------------------------------|-----|--|
| 1. Prepare for milking | 1.1 | Select and use the appropriate personal protective equipment. |
| | 1.2 | Clean, sanitise and set up milking equipment and facilities in accordance with hygiene and industry standards and organisational requirements. |
| | 1.3 | Identify hazards or safety concerns and promptly report them to the relevant persons. |
| | 1.4 | Guide livestock into the holding area without causing them stress or injury in accordance with animal health and safety regulations. |
| | 1.5 | Prepare livestock for milking in accordance with industry and hygiene standards. |
| | 1.6 | Check for signs of ill health, separate livestock if necessary and report to the relevant persons. |
| | 1.7 | Segregate and report on any livestock that is unsuitable for milking to the relevant persons. |
| 2. Perform milking operations | 2.1 | Observe hygiene standards and monitor the process to prevent over milking. |

- 2.2 Milk livestock ensuring that the animal remains calm avoiding injury to self or others.
 - 2.3 Monitor livestock during milking for signs of distress.
 - 2.4 Identify and isolate unsuitable milk in accordance with industry standards and organisational requirements.
3. Complete milking operations
- 3.1 Release livestock from the holding area without causing undue stress or injury to the livestock or worker.
 - 3.2 Perform post milking clean-up and sanitisation of equipment and facilities in accordance with hygiene standards and organisational requirements.
 - 3.3 Identify and report equipment malfunctions to the relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment** may include but not limited to:
 - Goggles/visor
 - Hat/helmet
 - Boots
 - Gloves
 - Overalls/coveralls
 - Ear protection
 - Masks/respirators
2. **Relevant persons** may include but not limited to:
 - Supervisor
 - Manager
 - Veterinary officer
3. **Hazards or safety concerns** may include but not limited to:
 - Physical
 - Ergonomic
 - Environmental
 - Biological
 - Chemical
4. **Livestock** may include but not limited to:
 - Large ruminants
 - Small ruminants
5. **Check** may include but not limited to:
 - Observe
 - Monitor
 - Inspect
6. **Signs of ill health** may include but not limited to:
 - Bruising or signs of injury
 - Mastitis
 - Parasitic infections/diseases
 - Conditioning
 - Behaviour (lethargic, aggressive, withdrawn etc.)
 - Underweight
7. **Prepare** may include but not limited to:
 - Wash and clean udders
 - Feed if required
 - Prepare the environment for milking
 - Ensure animal is not aggressive or distressed
8. **Report** may include but not limited to:
 - Verbally
 - Electronically
 - In writing

9. **Signs of distress** may include but not limited to:

- Struggling
- In pain
- Lethargy
- Lowing or other noises
- Aggression

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to select and use the correct personal protective equipment.
2. What are the hygiene and industry standards and organisational requirements for cleaning and sanitising milking equipment.
3. How to clean and sanitise milking equipment and facilities.
4. What are the types of hazards and safety concerns found on a farm, how to identify them and to whom they should be reported.
5. How to guide livestock into holding areas without causing stress or injury.
6. How to check for signs of ill health and separate livestock if necessary.
7. How to prepare livestock for milking.
8. How to prepare the milking environment.
9. How to identify livestock that are unsuitable for milking and why it is important to segregate them.
10. What are the industry's hygiene requirements for milking.
11. How to monitor animal behaviour during milking and watch for signs of distress.
12. How to identify over milking.
13. How to identify and isolate unsuitable milk and what are the industry standards and organisational requirements for doing so.
14. How to release livestock without causing undue stress or injury to animal or injury to self or others.
15. How to perform post milking clean up and sanitise equipment and milking area.
16. How to identify equipment malfunctions, why it is important to report them and to whom they should be reported.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

U87201**Prepare livestock and products for the domestic market**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare livestock and livestock products for the domestic market. It includes preparing milk for collection, grooming and cleaning livestock for transportation and collecting, grading, packaging and storing eggs for human consumption.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|------------------------------------|--|
| 1. Prepare livestock for transport | <ul style="list-style-type: none"> 1.1 Identify livestock to be transported according to the supervisor's instructions. 1.2 Select and use the appropriate personal protective equipment. 1.3 Catch and restrain livestock in accordance with animal safety regulations and organisational requirements. 1.4 Groom livestock in accordance with organisational requirements. 1.5 Clean and sanitise trailers for transporting livestock in accordance with safety and hygiene standards. 1.6 Load and secure livestock into trailer according to supervisor's instructions and industry standards. 1.7 Follow personal hygiene procedures after handling livestock in accordance with organisational requirements and industry standards. |
| 2. Prepare milk for collection | <ul style="list-style-type: none"> 2.1 Check milk storage equipment to ensure that it is clean and in good condition and report any defects to the relevant persons. 2.2 Clean and sanitise milk storage equipment and facilities in accordance with industry and hygiene standards and organisational requirements. |

- 2.3 Follow personal hygiene procedures before interacting with milk in accordance with industry standards and organisational requirements.
 - 2.4 Store milk in the appropriate conditions according to industry standards and organisational requirements.
 - 2.5 Maintain records according to organisational requirements.
 3. Prepare broilers for transport
 - 3.1 Clean and sanitise crates in accordance with industry and organisational requirements.
 - 3.2 Catch broilers in a manner that minimises stress and injuries.
 - 3.3 Pack broilers into crates in accordance with industry and organisational standards.
 - 3.4 Load and secure crates to prevent accidents and injuries.
4. Collect and handle eggs
 - 4.1 Select and use appropriate personal protective equipment in accordance with organisational health and safety procedures.
 - 4.2 Collect eggs in accordance with organisational requirements.
 - 4.3 Wash eggs in accordance with industry standards.
 - 4.4 Check eggs for shell quality, shape and any other abnormalities.
 - 4.5 Remove dirty, cracked or weak-shelled eggs and report to the relevant persons.
 - 4.6 Sort eggs and grade into appropriate weight and quality in accordance with industry standards.
 - 4.7 Place eggs in trays or cartons ensuring that date is stamped on the package.

- 4.8 Assemble, pack, seal and label cartons in accordance with organisational procedures.
- 4.9 Store eggs as instructed with regards to position, temperature, humidity and period of storage according to industry standards.
- 4.10 Record egg stock and report to relevant persons.
- 4.11 Clean and sanitise equipment and area in accordance with organisational and hygiene requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Livestock may include but not limited to:

- Ruminants (large and small)
- Non-ruminants
- Poultry

2. Personal protective equipment may include but not limited to:

- Goggles/visors
- Hats/helmets
- Boots
- Gloves
- Overalls/coveralls
- Ear protection
- Face masks/respirators

3. Milk storage equipment may include but not limited to:

- Tanks
- Churns/cans
- Bottles

4. Relevant persons may include but not limited to:

- Supervisor
- Manager

5. Records may include but not limited to:

- Manual
- Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to identify which livestock is to be transported
2. How to select and use personal protective equipment.
3. How to catch and restrain livestock and what are the animal safety regulations for doing so.
4. How to groom livestock.
5. How to clean and sanitise trailers for transportation.
6. What are the personal hygiene procedures for handling livestock.
7. How to check, milk storage equipment to ensure it is in good condition.
8. How to clean and sanitise milk storage equipment and facilities.
9. What are the appropriate conditions for storing milk.
10. What are the organisational requirements for maintaining records.
11. How to clean and sanitise crates.
12. How to catch broilers in a manner that minimises stress and injuries.
13. What are the industry and organisational requirements for packing broilers into crates and how to do so.
14. Why it is important to load and secure crates to avoid accidents and injury and how to do so.
15. What are the organisational requirements for collecting eggs.
16. What are the industry standards for washing, sorting and grading eggs and how to do so.
17. How to check eggs for shell quality, shape and any other abnormalities.
18. Why dirty, cracked or weak-shelled eggs should be removed and reported to relevant persons.
19. How to place eggs into trays or cartons.
20. How to assemble, pack, seal and label cartons.
21. What is the correct position, temperature, humidity and period of storage for eggs and what are the industry standards pertaining to this.
22. How and why to record egg stock.
23. How to clean and sanitise equipment used in sorting and handling eggs.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment Methods

These are the methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (CVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

CVQ

National Vocational Qualifications (CVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

CVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the CVQ covers.

CVQ Coordinator

This is a contact person within each approved Centre offering CVQs who has overall responsibility for the operation and administration of the CVQ system.

Element

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of CVQ Levels

CVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

Level 1 – Entry Level

Recognises 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 – Skilled Occupations

Recognises 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 the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognises 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 is often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognises 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 – Chartered, Professional and Senior Management Occupations

Recognises 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 contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied. Range statements are prescriptive; therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing natural performance in the workplace. Simulated performance, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is most likely to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulations (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is essential for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales) or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).