

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCAGL20706 CVQ Level II in Butchery

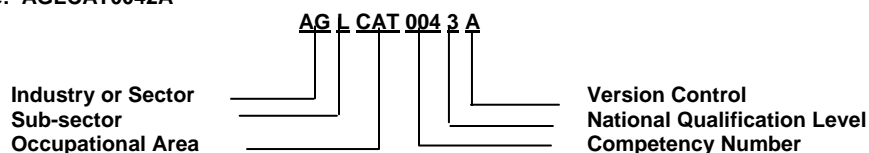
Unit Number	Unit Title	Mandatory/Elective	Hours
AGGCOR0001A	Meet industry requirements	Mandatory	10
AGGCOR0011B	Maintain the work environment	Mandatory	10
AGGCOR0021A	Observe workplace health and safety requirement	Mandatory	10
AGGCOR0031A	Plan and organise work	Mandatory	10
AGGCOR0041A	Use hazardous substances safely	Mandatory	10
AGGCOR0051A	Follow emergency procedures	Mandatory	10
AGGCOR0061A	Implement pest control programme	Mandatory	25
AGGCOR0081A	Apply first aid	Mandatory	10
AGGCOR0091A	Operate farm machinery and equipment	Mandatory	25
BCGCOR0041A	Carry out measurements and calculations	Mandatory	20
AGGCOR0012A	Use and maintain agricultural chemicals	Mandatory	45
AGGCOR0022A	Observe environmental workplace practices	Mandatory	30
AGGCOR0032A	Communicate in the workplace	Mandatory	30
AGLBUT0012A	Carry out livestock purchasing and ante-mortem activities	Mandatory	30
AGLBUT0022A	Slaughter and dress livestock for consumption	Mandatory	70
AGLBUT0032A	Carry out procedures for primary cutting and deboning	Mandatory	60
AGLBUT0042A	Package Products	Mandatory	40
AGLBUT0052A	Store and dispatch finish products	Mandatory	40
AGLBUT0062A	Select, use and maintain slaughtering equipment	Mandatory	15
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	50
AGLCAT0002A	Prepare livestock for competition	Elective	40
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	40
AGMMCH0002A	Sell products and services	Elective	10
AGMMCH0012A	Operate point of sale systems	Elective	15
AGLCGP0013A	Supervise management of herd health	Elective	40
AGGCOR0013A	Supervise work routines and staff performance	Elective	50
AGLCAT0043A	Establish Pasture and forage crops	Elective	30
AGLCAT0053A	Conserve pasture and forage crops	Elective	30

To achieve this qualification all Mandatory competency standards and a minimum of any one (1) level II and any two (2) level III electives must be achieved.

Nominal Training Hours (Institutional Delivery) Mandatory hours; NVQ hours

Legend to the Unit Code:

Example: AGLCAT0042A



KEY Man – Mandatory, SBM- Small Business Management, L- Livestock, CGP – Cattle, Goat and Pig, MCH – Merchandising, BUT – Butchery, CAT - Cattle

AGGCOR0001A: Meet industry requirements

Competency Descriptor:

This unit deals with the skills and knowledge required to meet the basic requirements for employment in Agriculture.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Agree with employment condition	1.1	Employment documentation is checked for compliance with agreed terms and conditions.
		1.2	Employment conditions are checked to ensure currency is maintained.
2.	Meet workplace employment requirements	2.1	Industry developments are promoted in workplace context to improve quality, productivity and conditions.
		2.2	Work practices comply with codes of practice and workplace expectations.
		2.3	Faults and abnormalities in the workplace are recognised and reported to the appropriate person.
		2.4	Dress and personal requirements comply with workplace standards and Occupational Health & Safety (OHS).
		2.5	Agreed outcomes are met through completion of workplace routines and specific instructions.
3.	Observe and record in the workplace	3.1	Issues and events occurring in the workplace on a daily basis and which may require attention are identified.
		3.2	Information is recorded accurately and in the required format.
		3.3	Communication technology relevant to the enterprise is used under supervision.

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| 4. | Interact with others in the workplaces | 4.1 | Issues or events requiring action or attention are reported to supervisor with the level of detail laid down in workplace instructions. |
| | | 4.2 | Queries are stated clearly, courteously and concisely. |
| | | 4.3 | Telephone messages are taken accurately, information recorded appropriately and calls redirected to other staff efficiently. |
| | | 4.4 | Work instructions are clarified where necessary and concerns are raised promptly with the supervisor. |
| | | 4.5 | A positive attitude is maintained in interacting with others. |
| 5. | Work in a team | 5.1 | Allocated tasks are identified and completed within defined time-lines. |
| | | 5.2 | Assistance is actively sought by approaching other team members when difficulties arise. |
| | | 5.3 | Feedback provided by others in the working groups is acknowledged. |
| | | 5.4 | Appropriate lines of communication with supervisors and peers are demonstrated according to enterprise policy. |
| | | 5.5 | Support and tolerance are offered and provided to colleagues. |
| | | 5.6 | Participation in team problem solving activities is demonstrated. |
| 6. | Meet, greet and direct clients and customers | 6.1 | Client is greeted in line with enterprise policy. |
| | | 6.2 | Questioning and active listening is used to elicit client needs. |
| | | 6.3 | Clients with special needs are referred or redirected as required. |
| | | 6.4 | A positive attitude is maintained in interacting with clients and customers. |

- 6.5 Telephone is answered promptly, calls re-directed to appropriate person or messages recorded according to enterprise policy.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the enterprise's terms and conditions which may include :

- relevant awards
- employment contracts
- workplace requirements orally or in writing
- work ethics
- personal grooming and hygiene policy policies and procedures
- enterprise position description (delegated responsibilities)
- organisational structure of enterprise

Industry developments may include:

- implications of technology changes on employment
- industry environment
- changes in market conditions

• Actions may include:

- reporting
- rectifying faults
- prevention of damage, such as reporting of machinery problems before they become major
- fixing minor problems such as water leaks, damage to fences

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

- Labour laws of Jamaica
- Pesticide control authority regulations (PCA)
- National Environmental Protection Agency (NEPA)
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

Work practices may include:

- care of equipment
- handling of products
- materials and crops
- farm operations
- maintaining time books, diaries and other records

Communication technology may include:

- Faxes
- Answering machines
- Telephone networks, cellular phone, intercom system, two-way radio
- electronic mail (e-mail)
- simple/basic interaction with computers
- Customers include those with special needs

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply knowledge and skills of industry requirements in an agricultural related enterprise.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- consistently follow supervisor's instructions and apply industry requirements in an agricultural setting in the appropriate context and to the level acceptable by the enterprise
- report and record within established routines using methods and procedures that are predictable

(2) Pre-requisite Relationship of Units

- AGGCOR0031A Plan and organize work

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- trade and professional ethics
- industry awards and conditions
- employer's expectations
- sources of information for industry
- labour laws of Jamaica
- basic contract law
- enterprise's established policies and procedures
- impact of technology on industry
- obligation of employers to employees
- obligation of employees to employer
- enterprise policy in relation to greeting and assisting clients and customers
- location of enterprise layout and resources
- communication technology and systems used by the enterprise
- questioning and listening techniques
- effective interpersonal skills
- verbal and non-verbal communication skills
- communication strategies and techniques
- system-related problems and human-related problems
- calculate wages including statutory deductions

Skills

The ability to:

- understand and comply with employment conditions
- apply trade and professional ethics
- meet workplace employment requirements
- use appropriate communication strategies and techniques
- identify faults and abnormalities in the workplace
- reports faults and abnormalities in the workplace
- complete assigned tasks
- observe and record in the workplace
- interact with others in the workplace
- work in a team
- meet, greet and direct clients and customers
- maintain personal presentation
- apply basic contract law

(4) Resource Implications

The following resources should be made available:

- Job description and/or employment contract
- Enterprises policies and procedures

(4) Method of Assessment

Evidence may be gained in a variety of ways including:

- observation
- oral questioning/written test
- supporting statement from supervisor/manager manager

(5) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace agricultural environment.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0011B: Maintain the work environment

Competency Descriptor:

This unit deals with the skills and knowledge required to keep the workplace place including workshops, tool sheds and planted areas tidy and safely maintained.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain a clean and efficient workplace	1.1	Appropriate tools are selected and used safely.
		1.2	Waste and used materials are removed and placed in disposal containers specified by the enterprise.
		1.3	Floors, benches and other flat work surfaces are swept, washed and treated according to enterprise guidelines.
		1.4	Work areas are tidied and material stored neatly and according to enterprise guidelines.
2.	Adopt safe working practices	2.1	Work habits (including personal hygiene) reflect knowledge and understanding of Occupational Health & Safety (OHS) responsibilities.
		2.2	Protective clothing is worn and safety equipment is used according to enterprise safety plan/policy.
		2.3	The work environment is kept tidy and free of hazards according to enterprise safety plan/policy.
		2.4	Dangers and hazards within the workplace are recognised and reported to the appropriate person
		2.5	Manual handling techniques when lifting or moving heavy loads conform to Occupational Health & Safety (OHS) guidelines.
3.	Use hand tools, machinery and equipment	3.1	Tools, machinery and equipment are used to manufacturers or enterprise specifications.
		3.2	Manufacturers and enterprise safety requirements are followed.
		3.3	Unsafe or faulty tools, machinery and equipment are identified and segregated for repair or replacement.

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| 4 | Maintain structures and surroundings | 3.4 | Tools, machinery and equipment are cleaned and stored according to company policy. |
| | | 4.1 | Structures are repaired to enterprise standards and according to supervisor's directions. |
| | | 4.2 | Surroundings are maintained according to enterprise requirements. |
| | | 4.3 | Structural damage and deterioration are reported to enterprise requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

This unit of competency should be demonstrated in accordance with the enterprise's :

- policies and procedures in regard to the maintenance of sites
- designated operating hours

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

- Labour laws of Jamaica
- Pesticide control authority regulations
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

Tools and equipment may include:

- hand tools
- machinery and equipment in workshops or on-site inclusive of hand motor mowers, brush cutters, vacuum cleaners and blowers, high pressure air, water cleaners, pruning equipment and hoses

Structures may include:

- buildings, roads, tracks, soil conservation works, trellises, shelters, shade cloth, bird netting, hail netting, glass houses, yards, fences, drying racks and irrigation systems

Dangers may include:

- fire, electricity, natural objects (trees and landforms etc), water, plant, machinery, vehicles, chemicals

Planted areas may include:

- display beds, treed areas, shrubberies

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply knowledge and skills to a limited range of maintenance tasks and roles.

(1) Critical Aspects of Evidence

- consistently follow supervisor's instructions
- perform maintenance tasks to the enterprise standard
- report and record within established routines
- apply OHS procedures

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- OHS rules and regulations for the workplace
- machinery assessment practices for safe use
- maintenance tasks for a worksite
- enterprise policy relevant to the job

Skills

The ability to:

- maintain a clean and efficient workplace
- use hand tools, machinery and equipment
- maintain structures and surroundings

(4) Resource Implications

- on the job agriculture work place environment

(5) Method of Assessment

This unit of competency may be assessed in conjunction with other units.

To achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range of maintenance tasks.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer, extended essay items project or portfolio.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collecting, analysing and organising ideas and information	Level 1	
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Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0021A: Observe workplace health and safety requirement

Competency Descriptor:

This unit deals with the skills and knowledge required by workers to meet workplace occupational health and safety requirements.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain a clean and efficient workplace	1.1	Basic safety checks are undertaken before operation of all machinery and vehicles and hazards are reported to the appropriate supervisor
		1.2	Work for which protective clothing or equipment is required is identified and the appropriate protective clothing or equipment is used in performing these duties in accordance with workplace policy.
		1.3	Prior to performing manual handling jobs, risk is assessed and work is carried out according to currently recommended safe practice.
		1.4	Risks to bystanders are recognized and action is taken to reduce risk associated with jobs in the workplace
		1.5	All procedures and work instructions for controlling risk are followed closely.
2.	Render appropriate emergency procedures	2.1	Individuals maintain the necessary knowledge of and ability to follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to emergency.
		2.2	Emergency procedures are followed to company standards and workplace requirements.
		2.3	Emergency equipment is used in accordance with manufacturers' specifications and workplace requirements.
3.	Participate in arrangements for maintaining health and safety of all people in the workplace	3.1	Appropriate authorities are notified according to company policy.
		3.2	Contributions are made to the on going monitoring and reporting of all aspects of (OHS).

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

This unit of competency should be demonstrated:

- in accordance with the enterprise's policies and procedures for maintaining health and safety at the workplace

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

- Labour laws of Jamaica
- Pesticide control authority regulations
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

Hazardous manual handling tasks include:

- moving
- lifting
- carrying bags, drums, cartons
- shovelling
- loading materials
- pulling
- pushing
- up-ending materials
- chipping weeds
- picking fruit or vegetables

This unit of competency should be demonstrated in accordance with the enterprise's :

Hazards in the workplace include:

- plant and machinery operation and maintenance
- vehicles including motorcycles
- noise
- chemicals
- manual handling
- dust
- solar radiation
- natural hazards in trees (thorns and spines)
- electricity
- waterways

Protective clothing or equipment is required for:

- noise associated with plant and machinery
- pesticides
- dust
- work in the sun

Risk to bystanders include:

- run-over and injury associated with vehicles and machinery
- exposure to noise

Workplace procedures will include:

- hazard policies and procedures
- emergency policies and procedures
- procedures for use of personal protective clothing and equipment
- hazard identification and issue resolution procedures
- job procedures and work instructions

Workers may include:

- permanently employed workers
- casual workers
- seasonal workers
- people visiting the workplace.
- contract workers

OHS emergencies in the workplace may include:

- electrocution
- fire
- flood
- chemical spills
- serious injury associated with tractors
- machines
- vehicles

Other individuals may include:

- people visiting the workplace

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply of knowledge and skills to a limited range maintenance tasks and roles.

(1) Critical Aspects of Evidence

- Evidence should include a demonstrated ability to consistently follow supervisor's instructions and use methods and procedures that are predictable to perform a limited range of maintenance roles in the appropriate context and to the level acceptable by the enterprise.
- The work is likely to be under direct supervision with regular checking. Reporting and recording is undertaken within established routines using methods and procedures that are predictable. There is a specified range of duties and contexts where the choice of actions required will be made quite clear by the supervisor.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- significant hazards in the workplace
- local emergency services
- personal hygiene and fitness requirements

Skills

The ability to:

- follow workplace procedure for hazard identification and risk control
- act in an emergency
- maintain health and fitness
- render first aid

(4) Resource Implications

The following resources should be made available:

(4) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision and when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated farm environment, within commercially acceptable timeframes.

Competencies in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment requiring until competency is achieved. /*

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer, extended essay items project or portfolio.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0031A: Plan and organise work

Competency Descriptor:

This unit deals with the skills and knowledge required to keep the workplace place including workshops, tool sheds and planted areas tidy and safely maintained. This unit describes the daily planning that is required of workers in regard to work duties. It includes the organisation of tools and equipment and the recording of information about the job at hand.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Communicate verbally within the workplace	1.1	Interpretation is consistent with the schedule and tasks defined.
		1.2	A number of work activities are integrated.
		1.3	Priorities are established consistent with workplace requirements.
2.	Plan and manage time	2.1	Arrival at the workplace at the allocated time in punctual.
		2.2	Workplace activities, allocated tasks and workplace priorities are discussed with the supervisor.
		2.3	A daily schedule for completing activities and allocated tasks is drawn up including priorities, allocated start times, estimation of completion times and materials, equipment and assistance required for completion.
		2.4	Work time and personal time are allocated to appropriate work and study situations.
3.	Respond to problems as they arise	3.1	Priorities are established consistent with workplace requirements.
		3.2	Response maintains a quality outcome, minimizes impact on work schedules and reflects accurate knowledge of products and processes used in the workplace.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Work activities may include:

- daily routines, periodic routines, ad hoc activities.

Problems which may arise include:

- colleague absence
- personal illness
- emergency situations
- natural disasters

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

- Labour laws of Jamaica.
- Pesticide control authority regulations.
- Occupational Health & Safety (OHS).
- Hygiene requirements.
- First Aid regulations/requirements.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan and organize assigned tasks.

(1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to consistently follow supervisor's instructions
- plan and organise assigned tasks to the level acceptable by the enterprise
- report and record within established routines using methods and procedures that are predictable

(2) Pre-requisite Relationship of Units

- AGGCOR0001A Meet industry requirement
- AGGCOR0021A Observe workplace health and safety requirement
- AGGCOR0051A Follow in emergency

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- products and processes used in the workplace
- time management skills
- enterprise's policy for using and storing tools
- verbal and non-verbal communication skills
- how to complete forms
- basic report writing
- problem solving skills
- estimate duration of time to perform assigned tasks

Skills

The ability to:

- interpret work schedules
- organize materials and equipment
- respond to problems as they arise
- prepare work plan
- follow instructions

(4) Resource Implications

- written or verbal instructions
- work activity within worker's span of responsibility
- relevant tools and equipments

(4) Method of Assessment

This unit of competency may be assessed in conjunction with other units.

To achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and under a variety of situations.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated farm/nursery/agriculture-merchandising environment.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer, extended essay items project or portfolio.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0041A: Use hazardous substances safely

Competency Descriptor:

This unit deals with the skills and knowledge required to handle hazardous substances in the workplace.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Handle hazardous substances	1.1	Specific hazardous substance is identified from the label and applicable manufacturer's safety data sheet.
		1.2	Selected hazardous substance is handled in safe containers or packages under instruction from the supervisor or manager.
2.	Store hazardous substances	2.1	Storage for hazardous substances is checked for compliance with industry standards in line with instructions.
		2.2	Regular participation in the conduct of safety audits maximises the individual's awareness of safety issues
		2.3	Required hazardous substances are estimated and industry standard storage conditions established according to instructions.
3.	Transport hazardous substances	3.1	Transport mode and procedures are established in consultation with the manager or supervisor as instructed.
		3.2	Hazardous substances are loaded or decanted into secure containers or packaging in line with work programs.
		3.3	Load is secured or sealed to ensure safety and eliminate spillage according to enterprise policy.
		3.4	Transport of hazardous substances is completed in line with established procedures and movements recorded according to enterprise policy.
4.	Use hazardous substances	4.1	Personal protective equipment suited to the task is selected and fitted or worn.
		4.2	Selected hazardous substance is removed from storage and utilised in accordance with the label instructions and workplace requirements.

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| | 4.3 | Containers and unused hazardous substances are disposed of in accordance with established workplace procedures. |
| 5. Act in emergency situations with hazardous substances | 5.1 | Emergency incidence is notified to appropriate authorities in the workplace. |
| | 5.2 | Clear identification of the nature of the emergency is established in consultation with the workplace supervisor. |
| | 5.3 | Direction is sought from the supervisor or workplace notices to establish the role of the individual in the emergency. |

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the enterprise's:

- policies and procedures in regard to the handling of hazardous substances
- protocols for record keeping
- provision of personal protective equipment
- instructions to personnel
- record of governing legislation
- designated operating hours

Handling and using hazardous substances may include:

- spraying
- use of application equipment
- decanting liquids
- refueling
- transport and cartage
- use of industrial gases

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

- Labour laws of Jamaica.
- Pesticide control authority regulations.
- Occupational Health & Safety (OHS).
- Hygiene requirements.
- First Aid regulations/requirements.

Hazardous substances may includes:

- fuels and oils
- welding and LP gases in the workshop
- fumigants
- pesticides and weedicides
- baits
- coolants and refrigerants
- human medicines and treatments
- alkaline and caustic substances
- acids
- detergents & wetting agents

Suitable or industry standard storage conditions may include:

- security systems
- elevated storage
- fans and ventilation
- drainage systems
- separation of incompatible materials
- caution signs as required and workplace notices

Emergency situations may include:

- spilt fuels or other substances
- use of incorrect substances
- fire
- contact with skin or eyes
- leaking or damaged containers
- explosion
- mixing of incompatible materials
- contamination of water supplies and container disposal problems

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply the relevant knowledge and skills when performing tasks involving the use of hazardous substances.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- consistently follow supervisor's instructions
- use methods and procedures that are predictable when handling hazardous substances in the workplace, in the appropriate context and to the level acceptable by the enterprise
- report and record within established routines using methods
- work as a part of a team
- identify hazardous substances from label and applicable manufacturer's data sheets

(2) Pre-requisite Relationship of Units

- AGGCOR0021A Observe workplace health and safety requirement
- AGGCOR0051A Follow emergency procedures

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Occupational Health & Safety (OHS) rules and regulations for the workplace
- machinery assessment practices for safe use
- maintenance tasks for a worksite
- enterprise policy relevant to the job
- types of hazardous substances
- caution symbols for hazardous substances
- storage and transportation requirements for various categories of hazardous substances
- procedures for handling hazardous substances
- verbal and non-verbal communication skills
- write incident report
- measure and calculate length, area, volume
- ratio and proportion
- decimals
- basic stock taking

Skills

The ability to:

- maintain a clean and efficient workplace
- use hand tools, machinery and equipment
- maintain structures and surroundings
- read and interpret manufacturer's labels and data sheets
- measure and calculate length, area, volume
- calculate ratios
- apply OHS procedures for handling hazardous substances
- maintain stock data
- write incident report
- apply verbal and non-verbal communication skills

(4) Resource Implications

The following resources should be made available:

- real or simulated workplace environment
- tasks involving the use of hazardous substances
- hazardous

(5) Method of Assessment

This unit of competency may be assessed in conjunction with other units that form part of a job role or function.

In order to achieve consistency of performance, evidence should be collected over a period of time, which is sufficient to include dealings with an appropriate range of hazardous substances.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment.

The underpinning knowledge may be assessed off the job with the use of written or verbal items.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0051A:**Follow emergency procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required by workers to respond to workplace emergencies such as fire and other dangerous situations and render first aid in the workplace.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Minimise emergency situations	1.1	Appropriate actions are taken to maximise safety and minimise health hazards in the workshop and on site.
		1.2	Machinery handling and actions minimise risks to all personnel.
		1.3	Regular checks of the environs are carried out to minimise potential hazards.
2.	Plan for emergencies	2.1	Contingency plans are understood and activated for emergencies in compliance with enterprise policies.
		2.2	Regular checks of the environs are carried out to minimise potential hazards.
		2.3	Personal responsibilities are carried out in emergency situations and practice drills.
		2.4	Evaluation procedures are implemented to company standards.
3.	Act as instructed in emergencies	3.1	Contingency plans are activated for emergencies in compliance with safety procedures.
		3.2	Emergency procedures are carried out as required by established workplace policy.
4.	Implement fire prevention and control	4.1	Fire hazards are minimised as specified in workshop and fuelling procedures.
		4.2	Appropriate fire extinguishers and fire fighting plant are used in fire situations and the appropriate authority is notified according to specified procedures.
		4.3	Evacuation procedures are implemented as instructed according to workplace policy.

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|----|------------------|-----|--|
| 5. | Render First Aid | 5.1 | First aid appropriate to the incident is correctly applied. |
| | | 5.2 | The patient is monitored whilst awaiting professional or para-medical support. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Emergency situations may include:

- power failure
- quarantine breakdown
- fire, flood, storms
- heart failure
- breathing stopped and serious personal injury.

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

- Labour laws of Jamaica
- Pesticide control authority regulations
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

Emergency equipment may include:

- first aid kits
- fire extinguishers
- emergency power generators
- chemical spillage kits

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply knowledge and skills to the emergency situations outlined in the range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- consistently follow supervisor's instructions
- use emergency methods and procedures to respond to workplace emergency to the level acceptable by the enterprise
- activate contingency plans for emergency according to company standards
- report and record within established routines

(2) Pre-requisite Relationship of Units

- AGGCOR0021A Observe workplace health and safety requirement

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- sources of human injury
- basic concept of duty of care
- specific Acts and Regulations relating to emergency situations
- First Aid procedures for burns, heart attack, fainting, severe bleeding, open wound chemical burn, sprain, strain and electrical shocks
- fire safety measures
- types of fire extinguishers
- incident report

Skills

The ability to:

- minimise emergency situations
- plan for emergencies
- act as instructed in emergencies
- implement fire prevention and control
- render first aid as required
- apply fire safety measures
- write incident report

(4) Resource Implications

- a simulated work environment
- first aid kit
- fire extinguishers

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range of emergency situations

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0061A: Implement pest control programme

Competency Descriptor:

This unit deals with the skills and knowledge required to implement pest control programmes on farms, gardens, plant nurseries, flower shops and other farm merchandise enterprises.

Competency Field: Agriculture

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Identify pest infestation	1.1	Evidence of pest infestation is identified.
	1.2	Stage of pest life cycle is determined.
	1.3	Severity and extent of infestation and damage is assessed.
	1.4	Problems requiring immediate attention are recognised and actions taken as required by enterprise policy.
	1.5	Pest infestation and damage is reported to enterprise.
2. Prepare equipment for controlling pests	2.1	Pre-operation checks and services of pest control equipment are completed to industry standards and relevant legislation.
	2.2	Personal protective equipment/clothing is fitted according to industry/enterprise requirements.
	2.3	Safeguards are employed to ensure that targeted pest are controlled and all other species remain unharmed.
3. Undertake pest and disease treatment.	3.1	Tools and equipment are prepared and used according to supervisor's instructions.
	3.2	Treatments are prepared and administered according to supervisor's instructions and manufacturer's guidelines.
	3.3	Work practices employed minimises damage to non-target plants/animals.
	3.4	Enterprise regulations are observed.
4. Dispose of pest and control agents	4.1	Vertebrate pest carcasses and other specified pest are disposed of to industry requirements.

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|-----------------|-----|--|
| | 4.2 | Control agents are removed and disposed of to industry requirements. |
| 5. Keep records | 5.1 | Details on pest or disease infestations are gathered and documented according to enterprise/industry policy. |
| | 5.2 | Treatment regimes are documented and results are recorded according to enterprise policy. |
| | 5.3 | Information is updated and reviewed as appropriate and according to enterprise policy. |
| | 5.4 | Records are maintained according to enterprise guidelines. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

This unit of competency should be demonstrated in accordance with the :

- Pesticide Control Authority regulations

Agents used in the prevention/ control treatment can include:

- insecticides and vermifuges
- vaccines and medicines
- poisons and baits
- biologically active agents
- growth regulators
- mechanical mean including shooting

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

- Environmental Foundation of Jamaica.
- Pesticide Control Authority.
- OHS and hygiene requirements.
- First Aid regulations/requirements.

OHS issues that impact upon the performance of this unit:

- safe manual handling systems and procedures
- safe systems and procedures for outdoor work, including protection from solar radiation
- safe systems and procedures for handling farm chemicals
- selection, use and maintenance of personal protective
- equipment/clothing

Common pests or disease may include:

- fungus
- insects
- weeds
- rodents
- bacteria
- virus
- nematodes

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to identify pest and diseases that affects crops and livestock and to effectively control and manage their population.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability:

- to positively identify harmful pest and of plants and animals
- to determine ways to control these pest
- to use methods that are least damaging to environment
- consistently follow supervisor's instructions
- activate contingency plans for emergency relating to control pests according to company standards
- report and record within established routines

(2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- AGGCOR0041A Use hazardous substances safely

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- pests affecting animals and plants
- disease transmitted by various pests
- activity of agents used
- agent application
- characteristics of common pest
- chemical control measures
- non-chemical and cultural control techniques
- integrating chemical and non-chemical control measures
- mode of action of different groups of chemicals
- life cycle of pests
- stages of infestation
- infestation characteristics of common pests and diseases of the region
- manufacturer's instruction related to the handling of pest control agents
- complete record
- use verbal and non –verbal communication skills
- calculate and measure length, area, volume, time
- apply ratio and proportion, fraction and decimal
- OHS and First aid regulations

Skills

The ability to:

- follow supervisor's instructions
- administer different types of farm chemicals
- use biological controls
- implement control programs based on epidemiology
- report and record of pest control activities
- identify pest and diseases
- apply non-chemical and environmental control measures
- maintain related records
- interpret manufacturer's instruction for handling pest control agents
- perform related calculations
- apply verbal and non verbal communication
- apply OHS and first aid regulations

(4) Resource Implications

The following resources should be made available:

- real or simulate work environment
- application equipment
- agricultural chemicals/biological agents
- plants and animals

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealing with an appropriate range of pest infestations in a variety of situations.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with agricultural/veterinary chemicals and biological agents.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0081A:**Apply first aid**

Competency Descriptor:

This unit deals with the skills and knowledge required to identify the need for and the application of first aid until the arrival of medically qualified personnel or the evacuation of the patient.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify the need for first aid	1.1	Initial assessment is made of extent and nature of first aid required from personal observation and/or witness reports.
		1.2	Initial assessment is reported to personnel/emergency services in accordance with workplace procedures.
2.	Ensure the safety of patient and carer	2.1	Hygiene is maintained for protection of patient and carer.
		2.2	Hazards to the patient and carer are identified and appropriate action is taken to prevent further injury to either party.
		2.3	Patient is made as comfortable as possible and reassured by word, manner and actions.
3.	Assess patient and apply first aid	3.1	Patient is assessed against the DRABC (danger, response, airway, breathing, ventilation and circulation) model.
		3.2	Vital signs are measured, recorded and any changes noted and reported as appropriate.
		3.3	Treatment appropriate to the patient's injuries is provided in accordance with recognised first aid techniques.
		3.4	First aid equipment is operated/applied in accordance with recognised procedures and standards.
		3.5	Patient's condition is monitored and reported as required by workplace procedures, with treatment being modified as appropriate.
		3.6	Treatment is maintained until qualified medical assistants assume responsibility or until the patient is evacuated.
		3.7	Provide additional assistance as requested by medical/emergency services personnel.

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| | 3.8 | Details of first aid administered are reported in accordance with workplace procedures. |
| 4. Complete work | 4.1 | First aid equipment is recovered (if practical), cleaned, inspected/tested, refurbished, replaced and stored as appropriate. |
| | 4.2 | Medical waste is disposed of in accordance with workplace requirements. |
| | 4.3 | Equipment faults are rectified and reported in accordance with workplace procedures. |
| | 4.4 | Documentation is completed as required by legislative, regulatory and workplace requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

First aid is that assistance given to a patient who has suffered an injury or illness in the workplace. It is that assistance which is deemed necessary to attempt to resuscitate, stabilise and/or treat the patient until qualified medical personnel assume responsibility or until the patient is evacuated for appropriate medical treatment.

Work is carried out in accordance with statutory obligations, relevant health regulations and organisation insurance requirements.

Work may be conducted without supervision and guidance.

The following variables may be present for this particular unit.

First aid may include:

- cardio-pulmonary resuscitation (CPR)
- bleeding control
- spinal injury care
- basic patient management
- stabilising fractures

First aid equipment

May include:

- first aid kit
- personal protective equipment
- stretcher (may be improvised)

The provision of first aid and workplace responsibilities is to conform to:

- OH&S requirements
- material safety management systems
- hazardous substances and dangerous requirements
- safe operating procedures

Relevant information may include:

- OH&S and environmental requirements relating to hazards in the workplace
- obligations under relevant safety and health regulations
- local medical and emergency services
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees

Emergency services may include support provided by:

- ambulance
- police
- fire personnel and equipment

Designated personnel may include:

- supervisors
- managers
- team leaders
- first aid attendants/other medically trained staff
- specified Occupational Health and Safety personnel
- other persons authorised or nominated by the school or industry to perform, approve, inspect and direct specified work

Work involves:

- assessing situations
- identifying appropriate control measures
- awareness of emergency services responsibilities and responsiveness
- treating injuries
- maintaining equipment

Relevant workplace policies and procedures may include:

- risk management policies and procedures
- first aid procedures
- safe manual handling and lifting procedures
- emergency, fire and accident procedures
- materials safety procedures
- personal safety procedures
- procedures for the use of personal protective equipment
- job procedures and work instructions

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Accurately follow workplace procedures for reporting injuries/illnesses and providing first aid in the workplace.

Identify and respond to injuries/illnesses occurring in the workplace.

Apply emergency response first aid.

Provide appropriate treatment to and monitor patient's condition.

Accurately report and document injuries and illnesses and treatment provided.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Workplace procedures and requirements for the treatment of workplace injuries/illnesses.
- Reporting responsibilities and requirements.

The provision of first aid including:

- systems of the body (respiratory, skeletal, digestive, circulatory, nervous, urinary, skin)
- causes and management of unconsciousness
- priorities for life support (DRABC model)
- resuscitation techniques
- bleeding control and laceration treatment
- patient assessment
- principles of initial patient management
- management and treatment of fractures and soft tissue injuries
- management and treatment of burns

Skills

The ability to:

- collect, organise and analyse information related to workplace health and safety systems and procedures and the application of these to work situations
- communicate ideas and information on workplace safety issues including the treating and recording/reporting of workplace incidents/accidents/illnesses and interpersonal communication with casualties
- plan and organise activities including the inspection of first aid support facilities and treatment areas to ensure their completeness, adequacy, equipment and serviceability
- work with others and in a team to promote an awareness of first aid within the workplace and its provision when required
- use mathematical ideas and techniques to correctly complete measurements and calculations associated with assessment, treatment and monitoring of patient's condition
- use problem solving skills to assess and determine treatments and priorities in providing first aid to a patient
- use the workplace technology related to the reporting, recording and responding to workplace injuries and illnesses

(4) Resource Implications

- first aid kit, stretchers and medical/first aid facility
- enterprise health and safety policies and procedures
- personal protective equipment
- patients

(5) Method of Assessment

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be conducted in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant equipment, work instructions, casualties and urgency.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0091A: Operate farm machinery and equipment

Competency Descriptor:

This unit deals with the skills and knowledge required to operate farm machinery and equipment.

Competency Field: Agriculture - Equipment

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Check equipment before use	1.1	Pre-start checks of engines and motors are completed to enterprise requirements.
		1.2	Faults or malfunctions are corrected and/or reported to enterprise requirements.
2.	Operate equipment safely	2.1	All safe operating practices and legal requirements are observed.
		2.2	All controls are used safely and appropriately.
		2.3	The equipment is used without damage to it, property structures or surfaces.
		2.4	Hazards are recognised and appropriate operating conditions are observed.
		2.5	The equipment is re-fuelled when needed or appropriate.
		2.6	Damage and /or faults to any part of the equipment are reported promptly according to workplace requirements.
3.	Clean and store equipment	3.1	Equipment is cleaned and stored after use to enterprise requirements.
		3.2	Equipment use is recorded to enterprise requirements.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

This unit of competency should be demonstrated in accordance with the:

- policies and procedures in regard to the operation of farm equipment

Enterprise specifications may include:

- pre-operation checks
- standards of operation
- policies and routines relating to wear and damage
- safeguards
- reporting routines

Operator factors include:

- risk taking behaviour
- physical/developmental limitations
- clothing

Environmental hazards include:

- Broken ground
- cultivation
- hidden objects
- gullies
- creek beds
- sloping ground

Mechanical hazards associated with equipment include:

- noise
- vibration

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

- OHS and hygiene requirements.
- First Aid regulations/requirements.

Equipment may include:

- chain saws, bush cutter
- stationary engines
- pumps
- irrigation equipment
- solar and wind powered equipment
- chaffing machine
- shredder

- taking passengers
- fatigue

Routine daily safety checks may include an assessment of:

- mechanical hazards
- belts, gauges
- chains and drives
- power take off equipment and guards
- spark arresters and fire safety

Routine daily service requirements may include:

- fluid levels
- belt replacement
- air cleaners
- fuel and lubrication

Weather related conditions:

- wet
- cold
- heat

Operational standards may include:

- pre-operational checks
- standards of operation
- storage and usage of fuels and lubricants
- safeguards
- reporting routines

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to safely and efficiently operate farm equipment and to properly clean and store after use.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- operate equipment safely
- manually handle equipment appropriately
- apply OHS procedures
- consistently follow supervisor's instructions
- activate contingency plans for emergency relating to the use of equipment
- report and record within established routines

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the main functions of a range of farm equipment
- the safety features and hazards of a range of farm equipment
- the controls and their functions of a range of farm equipment
- the meaning of ratios, metric units and the concept of percentages
- OHS procedures for various equipment
- enterprise procedures for safe use of machinery and equipment
- relevant OHS requirements for storage of equipment
- verb and non verbal communication

Skills

The ability to:

- identify the controls and their functions of a range of farm equipment and machinery
- read, comprehend and discuss information and write simple statements
- add, subtract, multiply and divide whole numbers, decimals and fractions
- demonstrate emergency procedures in the operation of machinery and equipment

(4) Resource Implications

The following resources should be made available:

- basic farm machinery and equipment e.g. lawn mower, chain saw, edge trimmer, water pump
- fuel
- lubricants

(5) Method of Assessment

Competency shall be assessed through direct observation and questions related to underpinning knowledge.

Competencies in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with a range of farm equipment and machinery.

The underpinning knowledge may be assessed off the job with the use of written or verbal items

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0041A: Carry out measurements and calculations

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out measurements and calculation of work to required tolerance, and applies to individuals working in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

1. Obtain measurements	1.1	Accurate measurements obtained to job instruction using rule, tape and/or square.
	1.2	Quality Assurance requirements associated with company's construction operations recognised and adhered to.
2. Perform simple calculations	2.1	Simple calculations involving length, perimeter, mass and volume using four basic operations (+, -, x, /), are carried out.
	3.1	Measurements or quantities estimated (approximately) on site or from job instruction.
3. Estimate approximate quantities	3.2	Information obtained correctly from job instruction.
	3.3	Measurements correctly identified/recorded without error.
	3.4	Quantities of materials suitable for work undertaken are calculated and recorded to job instructions.
	3.5	Costs for a simple project estimated to be within + or - 10%.

RANGE STATEMENT

This unit applies to simple projects applicable to:

- timber frames
- structural steelwork
- concrete
- brick/block work
- joinery
- tiling
- sheeting/panelling
- plastering
- final finishes
- fences
- formwork
- excavation work

Materials include all materials utilised in construction of commercial, industrial/domestic and civil construction projects, including hardware items.

Calculations to include:

- area
- perimeter
- volume
- mass
- scales
- ratios (ingredients/elements and triangulation)
- proportion

Job instruction may involve:

- verbal direction/instruction
- written instruction
- provision of job drawing and details

EVIDENCE GUIDE

Competency is to be demonstrated by the effective calculation of measurements and calculations of materials in accordance with the range listed in the range statement, relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- communicate effectively to enable accurate calculations and measurements
- demonstrate effective use of measuring devices
- accurate measurements taken and recorded
- perform simple calculations to specifications
- estimate quantities and costs to requirements

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- drawings and specifications
- materials relevant to the construction process
- basic operations in simple geometry, measurement and calculations
- costing relative to the construction process

Skills

The ability to:

- read and interpret drawings
- measure and calculate manually
- record measurements
- operate electronic calculating devices
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- information on construction materials appropriate to the relevant construction process
- suitable work area appropriate to the activity
- suitable site plans/drawings and/or specifications
- measuring and calculating devices

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0012A: Use and maintain agricultural chemicals

Competency Descriptor:

This unit deals with the skills and knowledge required to select, prepare and use agricultural chemicals, to clean up after use and to properly dispose of these chemicals.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Select chemicals appropriate to the identified problem	1.1	Selected chemicals consistent with label specifications with regard to dosage and application rates.
		1.2	Selected chemicals are cost effective and minimise adverse effect on the environment
		1.3	Hazards of available chemicals to health and safety (levels of toxicity) identified and the associated risks assessed and the level of OHS risk is taken into consideration when selecting chemical for use.
2	Select, check and maintain application and personal protective equipment for chemicals	2.1	Application equipment selected, prepared and adjusted for use according to industry and establishment practices.
		2.2	Personal protective clothing/equipment selected, prepared and adjusted for use according to established practice.
		2.3	Damaged, worn or malfunctions of equipment identified and repaired/replaced or reported to the appropriate person according to established practice.
		2.4	Pre and post-operational checks/maintenance on application equipment carried out according to establishment practice.
3	Prepare chemicals for application	3.1	Mixing procedures comply with label direction and enterprise policy and or relevant authorities.
		3.2	The quantity and quality of the water determined as well as the compatibility of the chemicals.
		3.3	Measurement of substances complies with label directions and accepted industry or enterprise practices.

- 3.4 Appropriate personal protective equipment used to industry or enterprise standard.
 - 3.5 Safe working practices employed and regulations/ legislations relevant to the situation and mixing site observed.
- 4 Apply chemical
 - 4.1 Weather conditions assessed as suitable for the application of selected chemical.
 - 4.2 Potential and existing hazards identified and minimized in a manner consistent with accepted industry practices and/or reported to supervisor or appropriate authority.
 - 4.3 The work area maintained at an acceptable industry standard and appropriate steps taken to ensure public safety.
 - 4.4 Safe working practices determined and employed according to enterprise policy.
 - 4.5 Regulations/legislations relevant to the situation observed according to industry and enterprise policy.
 - 4.6 Application equipment is used to accurately and effectively apply the required dose to the target.
 - 4.7 All necessary recording should be done in accordance with enterprise policy, legislative requirements and industry practice.
 - 4.8 Re-entry, withholding and replanting/restocking periods observed as determined by label directions and establishment practices.
 - 4.9 Appropriate warning signs erected.
- 5 Implement correct procedures for chemical spill/leak
 - 5.1 Chemical spill/leak contained and isolated as determined by regulatory authorities.
 - 5.2 Chemical formulation identified and appropriate decontamination method carried out according to enterprise and industry requirements.
 - 5.3 Chemical cleaned up and disposed of according to label directions and regulatory authorities.
 - 5.4 Appropriate authorities notified.

		5.5	The extent of the spillage/leak assessed and appropriate report developed.
6	Empty and clean chemical and personal protective equipment and containers after use	6.1	Appropriate clean up methods selected and used to clean application equipment and tools consistent with label directions, industry and enterprise policy.
		6.2	Disposal of containers and unused chemicals consistent with health, safety and environmental legislation, label directions, industry and enterprise policies.
		6.3	Safe working practices employed and regulations/legislations relevant to the situation are observed.
7	Keep appropriate records	7.1	Selected chemicals recorded according to organizational policy.
		7.2	Maintain accurate record of usage according to enterprise standard.
		7.3	Maintained accurate record of disposal of unused/spill chemical and empty containers.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

- policies and procedures in regard to the preparation and use of agricultural chemicals
- policies and procedures in regards to the clean up of chemical spill/leak, personal protective clothing and work area
- policies and procedures in regards to the disposal of chemical and chemical containers

Legislation, codes and national standards relevant to the workplace may come from:

- Jamaica Livestock Association
- Jamaica Agricultural Society
- Ministry of Agriculture/RADA
- National Environmental Protection Agency-NEPA
- Environmental Foundation of Jamaica-EFJ
- Pesticide Control Authority-PCA
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements
- Other statutory bodies

Safe working practice may include:

- identifying hazard levels
- handling, mixing and applying chemicals
- use personal protective equipment
- identifying appropriate weather conditions for application
- adhering to legal requirements
- reading and interpreting a chemical label
- disposal of chemicals

Control methods may include:

- chemical
- mechanical/physical
- biological
- cultural (hygiene, husbandry, time of planting)
- genetic
- quarantine/regulatory

Types of chemicals may include:

- insecticides
- herbicides
- fungicides
- nematicides
- vaccines
- bactericides
- rodenticides
- growth regulators
- bio-agents
- pheromones
- acaricides
- fertilizers

Biological agents may include:

- viruses
- bacteria
- fungi
- nematodes
- pheromones
- plants
- insects
- pleuro pneumonia-like organisms

Types of formulation may include:

- gases
- baits
- pellets
- liquid concentrations
- powder
- suspension concentrates
- emulsifiable concentrates
- granules
- fumigants
- ointment

Application equipment may include:

- knapsack sprayer
- hand pump
- boom sprayer
- mist blower
- airplane (crop dusting)
- needle/syringes
- dip tank
- spray race
- injectors
- flip pan
- wick and rope wiper
- ultra low volume applicator

Equipment checks may include:

- nozzle/hose
- respirator cartridges
- tractor cabin filters
- drench and injection equipment
- plunge dips
- engines
- pumps and filters
- personal protective equipment
- check valves

Calculations include:

- determining quantity of chemical needed:
- to fill vat
- apply per acre/hectare
- dose per animal
- dilution rate
- volume of spray mixture

Application methods may include:

- spraying
- dusting
- dipping
- fertigation
- injecting
- oral
- wiping
- broadcasting
- bonding
- incorporating

Personal protective equipment may include:

- boots
- overalls/apron
- chemical resistant gloves
- respirator
- hat
- goggles

Tools and equipment may include:

- assorted hand tools
- measuring jugs and cylinders
- scales
- mixing buckets/containers
- syringes
- dip tank
- tank/drums

Method of clean up may include:

- decontamination of equipment with soap, detergent etc.
- appropriate material to absorb spill
- chemical treatment of spill area
- wash down of spill area
- triple rinsing of empty containers
- burying/burning (according to label directions)
- liming

OHS issues that impact upon the performance of this unit include:

- safe systems and procedures for mixing and applying agricultural chemicals
- safe handling, mixing and applying systems and procedures
- selection use and maintenance of relevant personal protective equipment
- safe systems and procedures for handling farm chemicals
- OHS legislation, relevant regulations and codes of practice
- Safe operation and maintenance of farm machinery and equipment
- Regulations and/or codes of practice pertaining to hazardous substances
- Regulations and/or codes of practice pertaining to plant and animals

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to:

- determine chemicals appropriate to their situation
- maintain application equipment and personal protective clothing
- select and calibrate appropriate application equipment
- prepare chemicals
- notify appropriate authorities of a chemical spill
- clean up following the application of chemicals
- record/report the application/usage of chemicals both verbally and written and maintain details of such records

Competency should also be seen in the ability to apply first aid procedures required for the use of farm chemicals, to know the paths of entry of poisons whether human or the environment and to practice safety during the use and application of agriculture chemicals..

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently select and apply agriculture chemicals, clean up after using chemicals and to properly record/report on the use of agriculture chemicals.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the use of agricultural chemicals
- personal protective equipment
- safe handling and disposal of agricultural chemicals
- practices required during the use of agricultural chemicals to protect the environment (including water bodies and irrigation channels)
- portals of entry of poisons into the body and methods of limiting exposure to the chemicals.
- first aid procedures
- the responsibilities of the user of agricultural and/or veterinary chemicals including the risk of misuse
- importance of information provided on a label of an agricultural chemical container
- agricultural chemicals classified as dangerous goods
- relative toxicity of agricultural chemicals (LD₅₀)

Skills

The ability to:

- determine and select appropriate chemical and application equipment for the situation
- safely and competently mix and handle chemicals.
- operate within all relevant legislative and environmental constraints
- interpret chemical labels and labeling standards
- ensure all safety and environmental considerations are observed
- maintain and clean chemical equipment according to established industry standards
- calmly and efficiently cope with clean up procedures
- calmly and efficiently deal with emergencies
- work in an environmentally safe manner
- carry out stock taking and maintain orderly and accurate records of chemicals and their usage

(4) Resource Implications

The following resources should be made available:

- different types of agricultural/veterinary chemicals
- different species of plants and animals
- application equipment
- measuring and mixing tools and equipment
- water
- soap and disinfectant
- tools: broom, mop, shovel, etc.
- absorbent material such as sawdust
- stationery
- computer
- telephone/facsimile
- cold room/chill room
- shelves

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision and when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in an acceptable time frame.

Competencies in this unit may be demonstrated concurrently using actual performance, equipment working to establishment standards and through work reports and interviews.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with agricultural/veterinary chemicals. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgment of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 2	
Solve problems	Level 2	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0022A Observe environmental workplace practices

Competency Descriptor:

This covers the process of observing and practising positive environmental work attitudes. It requires the ability to follow workplace directions and instructions, recognize basic environmental hazards and threats and communicate accurately.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Follow environmental workplace practices	1.1	Examine elements of workplace activities, products, services or physical resources with potential beneficial or harmful effects on the environment.
		1.2	Identify workplace practices and procedures with potential significant environmental impacts.
		1.3	Determine the likely environmental impacts that may arise from each workplace practice.
		1.4	Recognize and follow relevant legislations, codes, and national standards that impact on workplace environmental practices.
2.	Design ways to improve environmental work practices.	2.1	Make relevant suggestions to designated personnel for improvements to workplace practices in as much as is possible.
		2.2	Gather information on workplace environmental improvement projects
		2.3	Develop an understanding of workplace improvement practices that are useful.
		2.4	Discuss environmental workplace practices with colleagues and designated personnel.
3.	Develop an environmental workplace policy.	3.1	Determine specific targets and objectives of the environmental policy.
		3.2	Keep proper records of improvement in environmental practices at the workplace.
		3.3	Identify alternative interventions to support workplace practices.

- 3.4 Make suitable decisions by agreeing on most appropriate interventions.
- 4. Develop an environmental management program
 - 4.1 Identify various executable activities.
 - 4.2 Delegated responsibilities to various persons.
 - 4.3 Determined timeliness of each activity.
 - 4.4 Conduct close monitoring of workplace activities.
- 5. Recognize and report on a potential environmental threat
 - 5.1 Signs and symptoms of potential environmental threats identified and recognized.
 - 5.2 Disseminate information about observations of a potential environmental threat to relevant authorities.
 - 5.3 Location and extent of potential environmental threat recorded accurately.
 - 5.4 Completed reports on environmental threats according to enterprise guidelines.
- 6. Prepare and maintain environmental records
 - 6.1 Environmental progress reports prepared according to establishment in industry policies.
 - 6.2 Communicated environmental progress.
- 7. Report on progress of environmental program
 - 7.1 Prepared accurate environmental records according to enterprise guidelines.
 - 7.2 Completed environmental records in a manner such that they are legible, identifiable and traceable to the activity, product or service involved.
 - 7.3 Maintained records in such a way that they are readily retrievable and protected against damage, deterioration or loss.
 - 7.4 Kept accurate records of environmental progress.
 - 7.5 Stored environmental records securely in a form that is accessible to all members of staff for reporting purposes.

RANGE STATEMENT

The range of variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training assessment requirements may depend on the work situations and available resources.

Recognize and follow environmental management programs. This may include:

- That a person will acknowledge that environmental impacts, hazards and risks exist and that they have a responsibility to work in a manner which will minimize the impact on the environment within the guidelines established by the workplace.

Workplace procedures and work instructions include:

- Written procedures or work instructions for environmental hazard and risk identification.
- Avoiding or minimizing environmental risks.
- Improving environmental performance.
- Waste minimization and sorting.
- Environmental monitoring
- Signs and labels (e.g., chemical labels)
- Emergency procedures
- Hazard and incident recording and reporting procedures and environmental data recording and reporting procedures.
- Verbal instructions from persons with responsibility related to environmental work practices are also included in this definition.

Legislation, codes, and national standards may include:

- Award and enterprise agreements
- Relevant environmental legislation from all levels of government, (NEPA), international agreements and relevant industry Codes of Practice.

Designated personnel may include:

- Managers
- Supervisors
- People who are responsible for work area or those who may be assigned to act as a mentor/ trainer to a person under instruction.

Environmental threat or problems may include

- Animals, plants and diseases.
- Unauthorized changes in land use
- Fire risks and hazards
- Illicit dumping

Environmental threats and hazards may include:

- Spills
- Leaks
- Pollution
- Planned and unplanned emissions
- Soil compaction
- Disturbance and erosion
- Accidents and disposal of waste
- Damage or disruption to ecosystems resulting from work practices.
- Erection of illicit structures/buildings
- Illicit mining, drilling, blasting
- Blocking/changing water courses

Suggestions may include:

- ideas generated to minimize risk and associated hazards
- strategies to minimize waste
- measures to conserve primary materials.
- efficient utilization of raw materials.
- improvement in habitat resources.
- reduction in soil disturbance
- proper waste disposal strategies
- reduction of waste
- water quality- pollution and contamination
- energy use and efficiency
- protection of biodiversity
habitat protection and reduction of habitat alteration
- conservation of natural resources
- air quality

Workplace strategies to environmental practices may include:

Preventing and minimizing the production of pollutants (e.g., discharges to air, land and water, Hazardous waste)

- Improvement in workplace management practices (avoid substituting the use of a hose for a broom, purchasing environmentally friendly products (raw materials, cleaning agents)
- Composting, recycling materials, conservation practices

Signs or symptoms of a potential environmental threat may include:

- observation of the presence of weeds, insects, animals, or chemicals
- damage caused to plants, animals, or the environment.
- changes in the physical and physiological functions of plants and animals.
- erosion of soils
- soils suspended in water
- accumulation of salts

Inappropriate human interaction on the environment may include:

- habitat alteration and habitat destruction
- disruption in animal behaviour and territorial use
- illicit land clearing activities
- seed collection
- fuel wood collection

Charcoal burning

- destruction of nest and nestlings
- egg collection
- land degradation and contamination
- noise

Inappropriate burning

Environmental policies may include the following:

- reduction of waste and proper waste management
- sustainability of agreed policies
- integrated pest management- insects, weed, animals
- land management and habitat conservation
- resource conservation
- energy use (solar, wind, hydro)
- green house gas emissions
- chemical, equipment and plant use
- raw material purchase and use

Environmental resources may include:

- environmental data
- maintenance and inspection reports.
- incident or accident reports
- complaints from the public

EVIDENCE GUIDE

Competency is to be demonstrated by effectively observing environmental workplace practices in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

- Observe and contribute to positive environmental work practices.
- Follow workplace directions and instructions.
- Recognize basic environmental hazards and threats and communicate accurately with supervisors and workplace colleagues
- Awareness of relevant environmental legislation, policies and communicate accurately with supervisors and workplace colleagues
- Keep simple records
- Improve environmental performance, and environmental issues in regard to water catchments, air, noise, ecosystems, habitat, and efficient use of resources, sustainability and waste minimization.
- Determine how to obtain the needed management support for an environmental management program.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Relevant legislation from all levels of government on environmental issues.
- Relevant environmental policies and workplace / industry practices and procedures..
- Environmental issues, especially in regard to water catchments, air, noise, ecosystems, habitat, and efficient use of resources, sustainability and waste minimization.
- Potential environmental threats and problems relevant to a given region and occupation.
- General workplace practices and their potential impact on the environment.
- Potential consequences of departure from specified operating procedures

Skills

The ability to:

- Communicate with supervisors and workplace colleagues.
- Recognize basic environmental hazards and threats.
- Follow workplace directions and instructions.
- Keep simple records
- Reduce pollution
- Prevent pollution
- Monitor and measure progress
- Develop solutions and corrective actions
- Specify accountability and responsibilities of organization's management, onsite service providers and contractors for environmental protection program,

(4) Resource Implications

Assessment requires access to a range of opportunities defined in the range of variables. These may include:

- reduction of waste
- availability of land
- accessibility to technical expertise
- environmental training

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be gathered in various ways including the following:

- Careful scrutiny of records
- Interrogation- oral/ written.
- Assessments based on training offered and or other relevant means of assessments.
- Supervisors/Employers statement of support

The whole activity can be made flexible by assessing more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0032A: Communicate in the workplace

Competency Descriptor:

This unit deals with the skills and knowledge required to communicate effectively within the organization and to carry out the necessary duties to ensure proper running of the unit.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Communicate in the workplace	1.1	Formal and informal lines of communication are developed for use within the organization.
		1.2	Appropriate methods of communication are selected and used for the transfer of information both within and outside the unit.
		1.3	Communication is clear and compatible with the needs of the situation.
		1.4	Barriers to effective communication are diagnosed and minimized and/or eliminated.
		1.5	Body language and verbal cuing techniques are used in facilitating communication, where necessary.
2	Inform individuals and group	2.1	Group dynamics and group techniques are utilized in information sharing and development of communication links within the workplace and to outside agencies.
		2.2	Telephone and other appropriate communication systems are used to develop linkages and provide clear and relevant advice and information.
3	Apply written skills in workplace communication	3.1	Written material in the form of business letters, memoranda and summary reports are prepared in an appropriate manner according to enterprise standards and accepted convention.
		3.2	Structure and content of business correspondence, both manually and with word processing, reflect the requirements of current business practice.
		3.3	Spelling, grammar and punctuation is correct and used in accordance with recognised standards of communication in the business place.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the :

- policies and procedures in regard to the transfer of information within the unit network

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

- Jamaica Livestock Association
- Jamaica Agricultural Society
- Jamaica Farmers Association
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

The unit network may include:

- unit team members
- suppliers of feed and other materials
- veterinary surgeons
- operations management
- government departments and agencies
- Ministry of Agriculture
- Jamaica Farmers Association
- local farmers
- market outlets for produce
- relevant unions
- private consultants

Appropriate communications may include the use of:

- telephones
- mobile phones
- two-way radio
- paging systems
- answering machines/voice mail
- facsimile
- face-to-face contact
- e-mail
- internet
- word processing
- letters
- memorandum

OHS issues that impact upon the performance of this unit include:

- communication with all relevant personnel regarding identified hazards and agreed risk control measures
- communication in emergency situations to ensure the health and safety of all people
- safe manual handling systems and procedures
- safe systems and procedures to protect against electrical hazards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively gather information and pass on information to other team members and supervisors in the workplace.

Competency should also be seen in the ability to select the most appropriate method of communication to suit the situation and to ensure that sending and receiving of information occurred.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently communicate and know how to communicate to achieve competency in the workplace.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- The agriculture industry network
- industry developments and issues
- relevant interview techniques
- safe working practices
- gathering information
- organizing and selecting method of communication
- types of communication
- methods of communication

Skills

The ability to:

- interface with the full range of industry personnel
- critically observe and report accurately on the full range of industry issues
- disseminating information correctly
- select and use suitable method of communication
- drawing conclusions
- making clear and accurate notes and diagrams
- transmitting findings to appropriate authorities for consideration
- communicate formally and informally
- use different communication equipment/technique
- communicate by writing/orally
- use computer to communicate effectively

(4) Resource Implications

The following resources should be made available:

- different methods of communication
- communication equipment/material
- stationery
- computer

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision and when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in an acceptable time frame.

Competencies in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with communication within the workplace and to locations outside of the unit(which may be on or off the farm). The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLBUT0012A: Carry out livestock purchasing and ante-mortem activities

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out livestock purchasing and ante-mortem activities according to local, regional and international protocols.

Competency Field: Agriculture - Butchery

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select animal for slaughter	<p>1.1 General safety and hygiene are adhered to according to statutory and operational requirements.</p> <p>1.2 The animals are inspected for signs of abnormality.</p> <p>1.3 The animals' faeces are observed for consistency, and signs of abnormality are noted.</p> <p>1.4 The animal is observed while at rest or in motion.</p> <p>1.5 The animal's conformation is closely assessed in order to determine the animal's live weight.</p> <p>1.6 If suspected, the animal is checked for pregnancy.</p> <p>1.7 In the event of purchase, documentation detailing the transaction is completed according to the regulatory requirements.</p>
2. Contribute to transport scheduling for delivery of livestock	<p>2.1 Contributions are made to the production of transport schedules in accordance with requirements.</p> <p>2.2 The information assembled as basis for transport scheduling is relevant, accurate and accessible to authorized person.</p> <p>2.3 Contributions are made to monitoring and re-evaluating transport schedules in accordance with requirements.</p> <p>2.4 Contributions are made to the development of cleaning schedules for transport vehicles to conform to safety and hygiene regulations.</p> <p>2.5 Contribute in manner, which promotes goodwill and trust.</p>

- 2.6 Relevant and accurate information about delivery schedules is given to the appropriate staff in the reception and lair age areas.
- 2.7 The unloading of livestock is monitored and carried out in accordance with legal requirements.
- 2.8 Casualties and out of specification livestock are identified and dealt with in accordance with pre set standards and requirement.
- 2.9 Escape animals are dealt with in accordance with pre-set criteria.
- 2.10 Recorded details of transportation and delivery of livestock are accurate, complete and accessible to authorized persons.
- 2.11 The reception area is monitored and maintained to satisfy legal requirements.
- 3. Maintain animal accommodation area and ante-mortem inspection facilities
 - 3.1 Animal accommodation pens and provisions are monitored and maintained to comply with legal requirements.
 - 3.2 Staff for which the individual is responsible are monitored and given information about safe, humane and efficient practices for transfer and treatment of livestock in age-group pen to satisfy legal requirements.
 - 3.3 Facilities are monitored and maintained to allow the authorized officer to carry out ante-mortem inspection in accordance with legal requirements.
 - 3.4 Facilities are monitored and maintained for isolating suspect animals pending further action in accordance with pre-set standards and requirements
 - 3.5 The actions to be taken with a suspect animal are agreed with the authorized officer and then carried out.
 - 3.6 Slaughter facilities and procedures for suspect livestock are maintained and monitored in accordance with pre-set standards and the requirements of the supervising/licensing authority.

- | | | |
|----|---|---|
| | 3.7 | Adequate numbers of holding pens are available to facilitate the separation of animals as required. |
| | 3.8 | Procedures for handling and disposing of carcasses from livestock suffering from a notifiable disease are agreed and acted on in accordance with the supervising/licensing authority. |
| | 3.9 | Recorded details of action taken in dealing with suspect/diseases/ animals are accurate and complete and available to authorized persons. |
| 4. | Monitor and maintain animals during transportation | 4.1 Different species of livestock are physically separated during transportation. |
| | 4.2 | The number of animals transported at any one time in the vehicle is appropriate for the given vehicle space. |
| | 4.3 | Care is taken to ensure that the horned animals do not injure other livestock. |
| | 4.4 | Animals are allowed adequate time after transportation for rest and ante-mortem inspection. |
| | 4.5 | The appropriate actions are taken to maintain the safety and security of the animals when the individual has to leave them. |
| | 4.6 | Throughout the process, working methods and systems promote health and safety and are consistent with relevant regulation and codes of practice. |
| 5. | Assist with the ante-mortem inspection of livestock | 5.1 Animals are examined with authorized person (officer) for signs of stress, sickness/disease and injury in accordance with pre-set standards and requirements. |
| | 5.2 | Inspection of animals occurs at the specified times before slaughter. |
| | 5.3 | Emergency procedures carried out for dealing with sick, injured and fractious animals. |
| | 5.4 | Safe and hygiene practices maintained before, during and after ante-mortem inspection to ensure food safety and well-being of handlers and consumers. |

- 5.5 Animals are viewed from both sides while at rest and in motion.
- 5.6 Animals are fasted for 24 hours prior to slaughter with provision of water.

RANGE STATEMENTS

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present

Weight may include:

- Imperial and metric weights

Grade may include:

- sides
- quarters

Animals may include:

- Cattle
- goats
- sheep
- pigs
- poultry

Method of rearing may include:

- Feed lot animal,
- free range animal
- Conformation - Well rounded, skinny, lean, fat

Legal requirements may include:

- Vehicle regulations
- transport regulations
- special handling regulations
- health and hygiene regulations
- Animal welfare
- slaughter house

Communication may include:

- oral
- written

Live weight determination may include:

- observation
- measuring
- weighing

Signs of abnormality may include:

- faeces - watery stool, blood stool
- warts
- sores
- tumors
- signs of abnormal growth
- fever

Purchase documentation may include:

- Butcher's book
- Receipt of purchase
- Animal passport

Class may include:

- Imported/local

Information may include:

- Livestock specifications, quality, delivery times, advance warning of casualties, Humane handling of animals, age-group pen standards and requirements,

Separated animals may include:

- Pregnant animals
- animals with diseases,
- wounded animals

Monitoring of animals may include:

- behaviour,
- appearance,
- bodily functions

Officer may include:

- Public Health inspector
- Veterinarian

Emergency procedures may include:

- Healthy and sick/injured animals
- Jamaica Public Health Act

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

Evidence of the following needs to be demonstrated.

(1) Critical Aspects of Evidence

- the ability to select animal for slaughter
- the ability to contribute to transport scheduling for delivery of livestock
- the ability to maintain animal accommodation area and ante mortem inspection facilities
- the ability to monitor and maintain animals during transport
- the ability to assist with the ante mortem inspection of livestock

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- breed of cattle, sheep, goat, pig, poultry – Jamaica Hope, Jamaica Black Pole, Brahman, Indigenous
- injured and dead on arrival animals
- procedure for dealing with escaped animal
- checking and recording livestock deliveries
- key features of the regulation including transport

Skill

The ability to:

- follow safety and correct operational procedures
- follow instructions given
- consult with supervisor/instructor
- pay attention to details
- seek clarification

3) Underpinning Knowledge and Skills Cont'd.**Knowledge****Knowledge of:**

- health and safety, information relating to characteristics and properties of livestock received within own area of responsibility
- records (i.e. manual, computer based)
- principles relating to humane methods for unloading stock
- requirements for age group pens and its maintenance
- procedure for dealing with sick animals
- purpose and procedures of ante-mortem inspection
- procedures for dealing with fractious, sick, injured and suspect animal
- isolation procedures, notifiable diseases and required actions
- effects on carcass quality of poor treatment in age group pen
- key features of transport government regulation on transport
- characteristics of normal behaviour of livestock animals
- indicators of an animals' health and well being
- signs and symptoms of animal health conditions
- factor which causes animal stress
- changes in animal behaviour which signify stress
- assessing criticality of stress or ill-health and determining actions to be taken and their urgency
- how to maintain health and well-being of particular animals
- legal requirements for animal inspection
animal space requirements

Skill**The ability to:**

- concentrate on task
- identify and treat stress animals
- maintain accurate records
- perform required calculations

(4) Resource Implications

The following resources should be made available:

- animals in varied physical conditions
- ante mortem holding area
- record book

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Oral questioning.
- Practical demonstrations.
- Written test.
- Course work / assignments.
- Performance approval from clinical site supervisor

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLBUT0022A: Slaughter and dress livestock for consumption

Competency Descriptor:

This unit deals with the skills and knowledge required to slaughter and dress livestock for consumption according to local, regional and international protocols.

Competency Field: Agriculture - Butchery

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

- | | | | |
|----|-------------------------------|-----|--|
| 1. | Carry out stunning operations | 1.1 | Tools and equipment selected are appropriate to the task and are used, kept in good working order and stored safely and securely in accordance with operational requirements |
| | | 1.2 | Practices to endure livestock welfare are according to national and international requirements. |
| | | 1.3 | Animal is effectively restrained in the prescribed area that effectively minimizes movement of its head. |
| | | 1.4 | Stunning instrument is used in accordance with established procedures. |
| | | 1.5 | Working methods and techniques adopted achieve effective and efficient stunning in accordance with the needs of the species and operational requirements. |
| | | 1.6 | Livestock which is not effectively stunned is identified and dealt with promptly and in accordance with operational requirements. |
| | | 1.7 | Working practices are safe and hygienic; conform to statutory requirements to ensure meat quality. |
| 2. | Carry out bleeding | 2.1 | Tools and equipment selected are appropriate to the task and are used, kept clean and in good working order in accordance with operational requirements. |
| | | 2.2 | Bleeding is carried out as soon after animal is stunned to capitalize on post-stunning heart action. |
| | | 2.3 | The major blood vessels on both sides of the neck or the larger vessels near the heart are quickly severed to prevent the animal from regaining consciousness and to obtain complete bleeding out. |

- 2.4 Animals are hoisted sufficiently to facilitate bleeding and evisceration activities and at the same time prevent contamination of the carcass due to contact with the ground.
 - 2.5 Working methods and techniques adopted achieve effective and efficient bleeding within specified timescales.
 - 2.6 Blood is dealt with in accordance with statutory and operational requirements.
 - 2.7 Working practices are safe and hygienic and conform to current statutory operational requirements.
 - 2.8 Livestock welfare practices are carried out effectively to conform to statutory requirements and to ensure meat quality.
3. Prepare carcass for dressing
- 3.1 Tools and equipment selected are appropriate to the task and are used, kept clean and in good working order in accordance with operational requirements
 - 3.2 Carcass and head skin are handled in a manner that prevents neck tissue contamination.
 - 3.3 Feet are removed before carcass is otherwise cut.
 - 3.4 Except for skinning and starting skinning procedures, skin is cut from inside outward to prevent carcass contamination with cut hair.
 - 3.5 Hair side of hide is carefully rolled or reflected away from carcass during skinning.
 - 3.6 Skinned carcass is moved in a manner that prevents exposed parts from coming in contact with adulterated surfaces.
 - 3.7 Hair is completely removed by an appropriate means.
 - 3.8 Feathers are completely removed by an appropriate means.
 - 3.9 Working methods and techniques adopted achieve complete and efficient preparation of the carcass for dressing.
 - 3.10 Inedible by-products are dealt with safely and hygienically in accordance with statutory and operational requirements.

- 3.11 Waste products are dealt with safely and hygienically in accordance with statutory and operational requirements.
- 3.12 Carcasses prepared for dressing satisfy the specification at this stage.
- 3.13 Carcasses that do not satisfy the specification at this stage are identified, rejected and dealt with in accordance with operational requirements.
- 3.14 Working practices are safe and hygienic and conform to current statutory and operational requirements
- 4. Carry out dressing of carcass
 - 4.1 Tools and equipment selected are appropriate to the task and are used, kept clean and in good working order in accordance with operational requirements
 - 4.2 Working methods and techniques adopted achieve dressed carcass specification within the required time scale.
 - 4.3 Inedible by-products are dealt with safely and hygienically in accordance with operational requirements.
 - 4.4 Waste products are dealt with safely and hygienically in accordance with operational requirements.
 - 4.5 Carcasses are kept at the specified temperature during transfer to the next stage of the process.
 - 4.6 Working practices are safe and hygienic and conform to current statutory requirements and operational requirements.
- 5. Carry out evisceration
 - 5.1 Tools and equipment selected are appropriate to the task and are used, kept clean and in good working order in accordance with operational requirements
 - 5.2 Dressed carcasses are positioned correctly for evisceration in accordance with instruction.
 - 5.3 Work methods and techniques adopted achieve complete and efficient evisceration within the specified timescale
 - 5.4 The spinal cord is completely removed
 - 5.5 Eviscerated carcasses satisfy the product specification.

- 5.6 The viscera are separated into edible and inedible offal's in accordance with statutory and operational requirements.
- 5.7 Carcasses and edible offal's not meeting the specification are identified, rejected and dealt with in accordance with statutory and operational requirements.
- 5.8 The identity of the carcasses and offals is maintained for post-mortem inspection.
- 5.9 Inedible viscera and other waste is dealt with safely and hygienically in accordance with statutory and operational requirements.
- 5.10 Carcasses are maintained at the specified temperature during transfer to the next stage of the process.
- 5.11 Working practices are safe and hygienic and conform to current statutory and operational requirements.
- 6. Prepare eviscerated carcasses for post-mortem inspection
 - 6.1 Work methods and techniques adopted achieve complete preparation.
 - 6.2 Prepared carcasses with their associated offals are sent for inspection by authorized officer.
 - 6.3 Carcasses and offals rejected by the authorized officer are dealt with in accordance with statutory and operational requirements.
 - 6.4 Carcass and offals passed by authorized officer are maintained at the specified temperature during transfer to the next stage of the process or into cold storage.
 - 6.5 Working practices are safe and hygienic and conform to current statutory and operational requirements.
- 7. Carry out post-mortem electric stimulation of carcass
 - 7.1 Tools and equipment for electrical stimulation of meat carcasses selected are used maintained and stored in accordance with pre-set standards and criteria.
 - 7.2 Carcasses are removed from shackles and further processed to produce quarters or sides in accordance with pre-set criteria.

- | | | |
|----|-----|--|
| | 7.3 | Carcasses/quarters/sides are maintained at specified temperature to preserve meat quality transfer and/or storage. |
| | 7.4 | Safe and hygiene practices are maintained before, during and after washing, applications of electrical stimulation and further processing to ensure food safety and well being of people are also carried out. |
| 8. | | Prepare and dispatch carcass/sides from the chill store |
| | 8.1 | Carcasses/sides/quarters prepared for dispatch meet specifications for temperature, conformation, quality and appearance. |
| | 8.2 | Carcass remains in the chill room overnight at temperatures between 30°F and 35°F. |
| | 8.3 | Records of carcasses/sides/quarters dispatched/kept are complete, accurate, and legible and conform to pre-set criteria. |
| | 8.4 | Vehicles used for transporting chilled carcasses/sides/quarters meet specifications for temperature, cleanliness and security. |
| | 8.5 | Equipment for loading chilled carcasses/sides/quarters onto vehicles is used, maintained and stored in accordance with pre-set standards and requirements. |
| | 8.6 | Safe and hygiene practices maintained before, during and after loading and dispatch to ensure food safety and well-being of people. |

RANGE STATEMENTS

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present

Statutory requirements may include:

- Jamaica legislation (Public Health Act)
- Codes of Practices and guidance notes

Cattle stunning methods:

- Electrical (electric shock)
- Poll-axe (single blow)
- Captive bolt (gun shot)
- pithing
- CO₂

Stunning Instruments may include:

- Captive bolt pistol
- Penetrating, non penetrating
- Sharp pointed knife
- Poll-axe

Work methods and techniques may include:

- Individual operation
- team operation
- hand tools used
- power tools used
- livestock handling

Work activities may include:

- Use of tools
- use of equipment
- sharpening
- cleaning and maintenance of tools and equipment
- use of personal protective equipment

Work practices may include:

- use of tools
- tools and equipment
- use of personal protective equipment
- disposal of waste products

Product quality checks may include:

- Visual
- touch
- temperature
- odour

Type of electric stimulation:

- Low and high voltage

Poultry stunning methods may include

- Using gas
- Neck dislocation
- Decapitation
- Free bullet

Tools and equipment used for slaughter may include:

- Stunning gun
- battery prod
- stimulator
- butcher's knives with plastic handles
- sharpening steel
- knife scabbard
- gas chambers

Operational requirements may include:

- Policies
- procedures
- instructions

Tools and equipment may include:

- scalding tank
- Skin cradle
- skinning knives with plastic handles
- rollers
- scabbard
- file
- hock cutter or electric cutter used for cutting joints or removing feet
- saw
- brisket cutter
- table for placing belly fat
- rail trolley with S-hook
- feet container
- pluck tray
- mechanical dehider
- hoist
- carcass splitter
- stands
- hose for washing carcass
- de-feathering machine

Preparation of carcass for dressing:

- Removal of outer covering
- treatment of skin
- leaving the ears on the hide and tying the head skin.

Livestock specifications covering may include:

- Cattle
- veal
- hog
- sheep
- goat
- poultry
- rabbit

Carcasses for inspection:

- Beef
- lamb
- pork carcasses
- quarters and sides
- poultry

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

Evidence of the following needs to be demonstrated.

(1) Critical Aspects and Evidence

- Slaughter livestock for consumption
- Carry out stunning and bleeding operations
- Dress carcass and carry out evisceration
- Carry out post mortem stimulation of carcass
- Dispose of rejected carcass and offals according to statutory requirement
- Prepare and dispatch livestock for consumption according to OHS requirement
- Keep accurate records

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- religious slaughter methods –Kosher, Hallal, Humane slaughter
- abnormalities and stress factors in livestock moved to stunning point
- statutory requirements for stunning of livestock
- legal requirements for animal welfare at stunning
- methods for stunning livestock
- practice for stunning species of livestock carried out at the workplace
- signs of inefficient and ineffective stunning of livestock
- procedures to deal with livestock not effectively stunned
- codes of practice and guidance notes for stunning operators to meet legal requirements
- safety practices to protect operative and colleagues
- the possible effects of stunning on meat quality and appearance
- shackling procedures
- reasons for maintaining knives used for sticking sharp, clean and sterile,
- effective and efficient sticking and pithing procedures
- problems that can occur during, sticking
- techniques for collection of blood
- codes of practice and guidance notes for safe and hygiene sticking and bleeding out
- effect on subsequent quality of meat of poor sticking and incomplete bleeding out
- anatomy of cattle, veal, pig, goat, sheep etc as appropriate
- by-product from removal of the outer covering with their relative economic values
- faults that occur during removal of the outer covering
- precautions necessary to prevent contamination and guidance notes for safe hygienic working practices for an operative carrying out removal of the outer covering

Skill

The ability to:

- follow safety and correct operational procedures
- follow instructions
- consult with supervisor/instructor
- pay attention to details
- seek clarification
- concentrate on task

Knowledge

Knowledge of:

- sanitation and maintenance procedures for tools and equipment
- standard operating procedures for slaughter and dressing operations
- nature of post-mortem electric stimulation of carcasses and examples of its use
- further treatment of the carcass after removal of the outer covering before evisceration, for appropriate species
- codes of practice and guidance notes for the safety and hygiene requirements for an operative in the dressing line to prevent contamination and cross contamination
- terms used for viscera of particular species
- types of edible offals prepared for human consumption
- types of edible offal normally used only for animal feedstuffs
- types and uses of non-edible offals
- relative economic value of by-products from dressing and evisceration of carcasses
precautions necessary to prevent contamination and cross-contamination of carcasses during evisceration
HACCP/SOP
- tools and equipment,
- use of personal protective equipment,
- disposal of waste
- reason for not washing eviscerated carcass where appropriate
- types of washing equipment
- difference between potable and non-potable water and circumstance for their use
- What must be available for the authorized officer to carry out meat inspection
What must be done with carcasses not passed by the authorized officer to satisfy legal requirements

(4) Resource Implications

The following resources should be made available:

- Abattoir
- Equipment for restraining animals
- Meat rooms
- Open pit
- Knives
- Meat saw
- Carcass hoist
- Water
- table

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with livestock products. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLBUT0032A: Carry out procedures for primary cutting and de-boning

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out procedures for primary cutting and de-boning of meat according to local, regional and international protocols

Competency Field: Agriculture - Butchery

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare tools and work area to receive carcass	<p>1.1 The working area and surface are clean, tidy and free from obstruction in accordance with pre-set safety and hygiene criteria.</p> <p>1.2 Tools and equipment for cutting and boning meat are selected, used, maintained and stored in accordance with pre-set standards and requirements.</p>
2. Prepare carcass/sides/ parts of carcass for cutting and de-boning	<p>2.1 Carcasses are lifted, positioned and held in accordance with pre-set standards and requirements for safety and hygiene.</p> <p>2.2 Carcasses are weighted and recorded in accordance with pre-set standards and requirements.</p> <p>2.3 Safe and hygiene practices are maintained to ensure food safety and the well being of consumers.</p>
3. Grade carcass	<p>3.1 The degree of marbling and the animal's maturity are considered in according a quality grade.</p>
4. Prepare primal and retail cuts	<p>4.1 Primal cuts are made according to established international standards or as required by customers.</p> <p>4.2 Vertebral column is cut through perpendicularly to the appropriate vertebral central down from the sacral-lumbar junction.</p> <p>4.3 The forequarter is separated from the hindquarter by cutting through the intercostal and abdominal muscles, following the curvature of the twelfth rib.</p>

- 4.4 Carcass is divided between the twelfth and thirteenth ribs into the fore saddle and hind saddle.
 - 4.5 Carcass is directly broken down into primal cuts.
 - 4.6 Primary cuts are separated from each other in the prescribed according to meat chart
 - 4.7 Amount of fat removed from carcass is in accordance with given specifications.
 - 4.8 Retail cuts are prepared according to given ratings and customer preferences.
 - 4.9 Meat produced meets the specifications for conformation, quality and appearance.
 - 4.10 Rejected meat dealt with safety and hygienically according to pre-set standards and requirements.
 - 4.11 Production of cuts meets specifications for rate of production.
 - 4.12 Points to begin to cut so as to gain access to particular muscles as well as maximize yield are clearly identified when de-boning.
 - 4.13 Meat produced is maintained at the specified temperature prior to, during and after cutting and boning to preserve appearance and quality during transport and storage.
 - 4.14 Animal carcass is boxed and packaged to specification.
 - 4.15 Safe and hygienic practices are maintained before, during and after cutting and boning to ensure food safety and the well being of consumers.
5. Prepare offal's for sale
- 5.1 Prepared offal's meet specification for conformation, quality and appearance.
 - 5.2 The output of trimmed/sliced offal's meets specification for rate of production.
 - 5.3 Offals are maintained at specified temperature and stored in accordance with pre-set standards and requirements to maintain appearance and quality.

- 5.4 Tools and equipment are elected, maintained and stored in accordance with pre-set standards and requirements.
- 5.5 Safe ad hygiene practices are maintained before, during and after cutting processes to well-being of people.

RANGE STATEMENTS

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Carcasses/sides/parts received may be from:

- abattoir
- wholesale depot
- other section of factory or another factory

Specification covering carcasses/sides/parts of may include:

- beef
- veal
- lamb
- pork
- venison
- chevron

Specifications covering may include:

- cutting
- head-boning

People may include:

- work-force
- customers
- other members of the public

Quality Grade may include:

- choice
- good
- standard

Degree of marbling may be:

- abundant
- moderately abundant
- slightly abundant
- moderate
- modest
- small
- slight

Poultry

- In the event of poultry, the highest quality grade (Grade A) is assigned to animals that are virtually free of defects such as bruises, discolorations, feathers and broken bones.
- For whole birds and parts with the skin on, there are no tears in the skin or exposed flesh, there is good covering of fat under the skin, and parts are fully fleshed and meaty.

Poultry

- Grades: A, B, C

Specification covering retail cuts may include:

- Beef cuts (including chuck, shank, brisket, rib, plate, short loin, flank, sirloin, round)
- Pork cuts (including boston butt, shoulder (picnic), belly, loin, jowl, ham, spare ribs, hock)
- Veal cuts (including: shoulder, breast, rack, flank, loin, sirloin, leg,)
- Mutton (including shoulder, breast, shank, rack, loins sirloin, leg, lamb and mutton variety meats)
- Poultry (whole, parts)

Poultry may include:

- Half
- Front Quarter – breast, wing
- Hind quarter – leg, thigh, drumstick (where required)
- Whole back – neck, back
- Variety meats – giblets, heart, liver, gizzard

Tools and equipment may include:

- Sharp knife (sharpening stone and steel), freezer wrapping paper, freezer tape, marking pen, a large cutting board, two containers (for bones and meat scraps, and for burger or stew meat) and a butcher saw.

Retail cuts may include:

- Beef Chuck - ground beef, stew meat, pot-roast, blade roast, short ribs, boneless chuck roast.
- Rib - rib eye roast or steak.
- Short loin - top loin steak, -bone steak porterhouse filet mignon.
- Sirloin - sirloin steaks or roast steak.
- Flank - ground beef, flank steak. beef if cured.)
- Short Plate - short ribs, ground beef, stew meat.
- Fore shank - stew meat, shank cross cuts.

Specification covering wholesale cuts may include:

- Carcasses/sides/quarters of beef, and mutton/chevron, pork and venison

Package specification may include:

- Wrapping
- labelling
- coding
- packing

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

Evidence of the following needs to be demonstrated.

(1) Critical Aspects and Evidence

- the ability to prepare tools and work area to receive carcass
- the ability to prepare carcass for cutting and de-boning
- the ability to grade carcass, prepare primal, retail cuts and offals for sale

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- classification of carcasses
- temperature requirements for boning room, holding room, and aging room
- regulations regarding carcass grading – Jamaica Bureau of standards
- standards regulations and international standards
- labelling requirements
- grade recognition
- Identification of cuts and their location on the respective carcass
- principles and methods of meat packaging
- types of meat packaging materials and equipment
- temperature requirements for the cutting, storage and transportation of meat
- methods for cleaning and preparing offal for sale
- cleaning tools and equipment

Skill

The ability to:

- follow safety and correct operational procedures
- follow instructions
- pay attention to details
- seek clarification
- concentrate on task
- classify carcass
- label products correctly
- identify and cut meat according to meat chart
- classify or grade meat
- prepare and clean offal for sale
- de-bone meat
- cleanse tools and equipment before and after use
- apply regulations and international standards

(4) Resource Implications

The following resources should be made available:

- various classes of meat
- cutting and de-boning equipment
- meat chart
- packaging and packing material
- material handling equipment
- PPE

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Practical demonstration
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.


AGLBUT0042A: Package Products

Competency Descriptor:

This unit covers the skills and knowledge required to cut, pack, wrap and label meat for dispatch or storage according to local, regional and international protocol.

Competency Field: Agriculture – Butchery

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select meat from storage area for cutting	1.1	Meat is selected base on use requirements
		1.2	Meat is carried from the storage area to the work table according to enterprise standards
		1.3	Work is planned to meet enterprise schedules.
		1.4	Occupational health and safety requirements are appropriately applied.
2.	Cut and prepare meat	2.1	Meat is sectioned as determined by industry standards using appropriate tools.
		2.2	Fat is trimmed from the meat according to industry standards
		2.3	Pieces of meat are sliced into predetermined cuts and placed in container for further processing according to industry standards.
		2.4	Sort and grade cuts according to industry requirements
3.	Select packaging materials	3.1	Colour-coded Styrofoam containers, specific to particular meat, are selected according to industry requirements
		3.2	Moisture-absorbing sheet is selected according to industry standards
		3.3	Aluminium trays are placed on work bench according to industry requirements
		3.4	Occupational health and safety requirements appropriately applied.

-
- | | | | |
|----|-------------------------|-----|--|
| 4. | Wrap and seal package | 4.1 | Area for which packaging will be done is selected according to industry standards. |
| | | 4.2 | Technology appropriate for reducing oxygen in the wrapped container is applied |
| | | 4.3 | Container is wrapped with web of clear plastic wrapping material according to industry standards |
| | | 4.4 | Containers are hermetically sealed according to industry requirements. |
| | | 4.5 | Materials are economically used. |
| 5 | Label and store package | 5.1 | Containers are labelled using technology appropriate to industry standards. |
| | | 5.2 | Appropriate product handling, labelling and other identification symbols are utilized. |
| | | 5.3 | Containers transported to storage without loss or damage |
| | | 5.4 | Properly packaged container are stacked to minimise damage to product and container |
| | | 5.5 | Occupational health and safety standards are applied as required. |
| | | 5.6 | Invoices and picking slips are attached as required. |
| | | 5.7 | Workplace documentation is completed. |
- 

RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

General context include:

- Work may be performed under some supervision, generally within a team/group environment.
- Customers may be internal or external.
- Enterprises may comprise large, medium or small worksites.
- Work may be undertaken in various worksite environments.

Worksite environment may include:

- Operations conducted by day or night.
- Work conducted in restricted spaces, exposed conditions and controlled or open environments.
- Exposure to chemicals, dangerous or hazardous substances, sharp objects, moving equipment, goods and vehicles.
- Cold room conditions and low temperature of the meat.
- Lifting of heavy boxes and prolonged standing on hard surfaces.
- Highly repetitive movements particularly with the hands.

Sources of information/documents may include:

- Goods identification numbers and codes
- Manifests
- Picking slips, merchandise transfers, stock requisitions and bar codes
- Manufacturer's specifications
- Company operating procedures and policies
- Supplier and/or client instructions
- Materials safety data sheets
- Phone, Electronic Data Interchange, fax, e-mail, internet, radio, oral, aural or signed communications
- Codes of practice
- Award, Enterprise Bargaining Agreement, other industrial arrangements
- Quality assurance procedures

Safety procedures may include:

- Safe use of knives/saws
- Use of protective clothing for cold temperatures.
- Use of low back brace
- Ergonomically designed tables.
- Rotation of tasks.

Meat for cutting may include:

- Beef, pork, mutton, chevron, fish and poultry.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to select, cut, grade, package, wrap and label meat in accordance with the performance criteria and the range of variables listed within the Range Statement.

(1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- Locate, interpret and apply relevant information in written and oral form
- Provide customer/client service
- Work effectively with colleagues
- Maintain workplace records
- Apply OHS according to industry standards
- Select and use packaging material to minimise waste
- Work efficiently to eliminate damage
- Identify special requirements of products and package appropriately

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- job roles or functions
- cuts of meat
- Proper working posture
- impact of job on enterprise and individual performance
- Application of relevant industrial requirements.
- Identification and correct use of meat packaging equipment, processes and procedures
- Methods of packaging fresh meat
- Food safety practices using approved standards
- Colour code as it relates to packaging of meat

Skills

The ability to:

- apply relevant workplace procedures
- select meat for cutting and packaging
- Cut meat to specifications
- Dress meat
- Interpret colour codes for packaging meat
- wrap, seal and label packaged meat
- Safely operate meat packaging equipment
- Prepare relevant documentation
- Meet industry schedules

(4) Resource Implications

- Access to packaging equipment, materials and meat
- Storage facilities

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications

(6) Context of Assessment

Assessment may occur on the job or in a simulated workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLBUT0052A: Store and dispatch finish products

Competency Descriptor:

This unit deals with the knowledge and skills required to effectively monitor and maintain storage and dispatch finish products according to local, regional and international protocols

Competency Field: Agriculture - Butchery

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Monitor and maintain the delivery of meat products to customers.	1.1 System is organized to ensure goods are available in the right place and at the right time. 1.2 Storage space is organized to cope with customer and storage requirements. 1.3 Deliveries are schedules according to routes, transport availability and customer orders. 1.4 Delivery schedules are made available to all relevant persons. 1.5 Delivery schedules are comprehensive, clear and In a form suitable for the needs of relevant persons.
2. Deposit stock in selected storage location	2.1 The correct stock is identified. 2.2 The correct location and storage equipment/facility are identified. 2.3 Product quality is preserved and protected by using the correct handling techniques. 2.4 Stock is rotated according to the relevant procedure. 2.5 The process is carried out safely, hygienically and in optimum time. 2.6 The correct stock is placed in the correct location and in the amount of space. 2.7 FIFO system of inventory is applied.

3. Check cold storage
 - 3.1 Temperature indicators are checked at the specified intervals.
 - 3.2 Deviations from normal functioning are reported to the designated authority.
 - 3.3 Doors, seals and curtains are regularly checked to ensure the maintenance of correct temperatures.
 - 3.4 The storage area is maintained clean and free of clutter in accordance with safe and hygienic work practices.

RANGE STATEMENTS

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present

Cold storage may include:

- chill room (walk-in, reach-in)
- deep-freeze

Finished products may include:

- Pork
- Beef
- Fish
- Poultry
- Mutton
- Chevron
- Veal
- Other terrestrial and marine animals

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

Evidence of the following needs to be demonstrated

(1) Critical Aspects and Evidence

- the ability to monitor and maintain the delivery of meat products to customers
- the ability to deposit stock in selected storage location
- the ability to monitor cold storage

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- principles and methods relating to range and limitations of the service
- company delivery procedure, appropriate warehouse layout
- staffing levels required, who needs to know delivery schedules
- data relating to vehicle capacity-statutory requirements e.g. Maximum laden weight
- requirements regarding temperature of refrigerated vehicles
- written and computerized documentation relating to schedules
- principles of stock management – FIFO, stock levels, Economic Order Quantity (EOQ), shelf life
- weighing device
- various storage equipment that is available
- the importance of stock rotation
- correct storage conditions
- space requirements for stock
- stock availability according to seasonality/trading situations
- responsibilities under the applicable public health Act-1989
- key operating principles to give maximum efficiency from cold storage
- design of chill and cold rooms
- defects faults and emergencies which can occur with the operation of cold storage
- appropriate packaging

Skills

The ability to:

- follow safety and correct operational procedures
- return tools and extra materials to storeroom
- follow instructions given
- pay attention to details
- seek clarification
- concentrate on task
- apply principles of stock management
- recognise storage failure or product compromise
- operate within legal guidelines
- regulate temperature base on type of stock
- recognise compromise packaging
- accurately weigh stock according to customer requirements
- keep accurate records

(4) Resource Implications

The following resources should be made available:

- Chill and cold room
- Various types of stock
- Weighing device
- Record books

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Practical demonstration
- Questioning (oral and written)
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with butchery of livestock products. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLBUT0062A: Select, use and maintain slaughtering equipment

Competency Descriptor:

This unit deals with the knowledge and skills required to select, use and maintain slaughtering equipment according to local, regional and international protocols.

Competency Field: Agriculture - Butchery

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify slaughtering methods.	1.1 The appropriate slaughtering method is selected
2. Select slaughtering equipment.	2.1 Tools and equipment for slaughtering are selected in accordance with pre-set standards and requirements.
	2.2 The type and amount of slaughtering equipment selected is appropriate for the slaughtering procedures employed.
3. Prepare and use slaughtering equipment.	3.1 Basic equipment needed for the slaughtering operation is identified and secured.
	3.2 Knives are kept sharp.
	3.3 Implement sterilized in accordance with food safety standards.
	3.4 Sterilizer water temperature is maintained at approximately 82°C
	3.5 All equipment used on carcasses is sterilized regularly.
	3.6 Appropriate equipment is selected and used for dressing carcass
4. Maintain slaughtering equipment.	4.1 Equipment is maintained according to manufacturers and company's specifications.
	4.2 Established sanitation procedures are maintained
	4.3 Tools and equipment are stored in accordance with pre-set standards and requirements.
	4.4 A strong cleaning solution applied and allowed to settle before rinsing off.
	4.5 All work areas inspected for signs of dirt and cleaned again if necessary.

RANGE STATEMENTS

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Basic equipment may include:

- Captive Bolt Pistol (CBP)
- Rifle, 22-calibre
- A 6-in. (15 cm.) curved skinning knife
- A 6-in. (15 cm.) boning knife
- An 8-in. (20 cm.) butcher knife
- A sharpening steel
- Oil or water sharpening stone
- A 24-26 in. (60-65 cm.) hand meat saw
- Bell scrapers
- Thermometer which registers up to 200°F (93.3°C)
- Singletree or gambrel
- buckets
- Block and tackle chain hoist

Cleaning solutions may include:

- Chlorine compounds
- Iodine
- Adequate supply of clean cold water

Animals for slaughter may include:

- Cattle
- Sheep
- Goat
- Swine
- rabbits

Slaughtering method may include:

- The halal method where slaughtering is carried out by means of a swift, deep cut with a sharp knife to the front of the neck severing the jugular veins and the carotid arteries as well as the trachea and oesophagus
- The conventional method where the animal is stunned using a captive bolt pistol, to the head prior to slaughter

Additional equipment may include:

- Scalding barrel or tank
- Solid scraping table
- Implement sterilizers
- Hand wash-basin
- Wash trough (tripe)
- Knocking pen
- Blood-catching trough

Processing procedures may include:

- Scalding and scraping
- Singeing

Knives may be sharpened by:

- Oil stone for stainless steel
- Sharpening steel
- File
- Grind stones

Sanitation procedures may include:

- Equipment is scrubbed, after use, using brushes and detergent followed by sanitizing with hot water and a chlorine or iodine rinse
- A coat of light mineral oil is applied to all non-stainless steel metal equipment to prevent rust
- Walls, floors and all surfaces thoroughly hosed down at the end of each day

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

Evidence of the following needs to be demonstrated.

(1) Critical Aspects of Evidence

- Identify slaughtering methods
- Select slaughtering equipment
- Prepare and use slaughtering equipment.
- Maintain slaughtering equipment

(2) Pre-requisite Relationship of Units

- AGLBUT0022A -Slaughter and dress livestock for consumption

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Slaughtering methods – Halal, Kosher, Conventional (CBP)
- Statutory requirements for stunning of livestock.
- Use of slaughtering equipment.
- Sterilization of slaughtering equipment.
- Mode of transfer of bacteria from equipment to carcass and from carcass to carcass.
- Implement sterilizers, their use and maintenance.
- Sanitation and maintenance procedures for tools and slaughtering equipment.
- Personal hygiene
- Safety practices to protect self and other workers.

Skill

The ability to:

- Sharpen knives.
- Use the various knives effectively
- Follow instructions given.
- Follow safety and operational procedures.
- Return tools to storeroom.
- Carry out routine maintenance practices for slaughtering equipment.
- Clean slaughtering tools and equipment before storing

(4) Resource Implications

The following resources should be made available:

- Personal protective equipment
- Animals
- Slaughtering house
- Slaughtering tools and equipment
- Chemicals

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with butchery of livestock. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

	6.4	Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.
	6.5	Output devices and materials are monitored for quality.
7. Access and transmit information via the Internet	7.1	Access to the Internet is gained in accordance with the provider's operating procedures.
	7.2	Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.
	7.3	E-Mail is sent and retrieved competently.
8. Close down computer system	8.1	The correct shut down sequence is followed.
	8.2	Problem with shutting down computer is reported promptly.
	8.3	All safety and protective procedures are observed.
	8.4	The system integrity and security are preserved.
9. Maintain computer equipment	9.1	Cleaning materials and/or solutions used meet specified recommendation.
	9.2	The equipment is cleaned as directed.
	9.3	Wear and faults identified are promptly reported to the appropriate personnel.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**AGLCAT0002A: Prepare livestock for competition**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare goats/cattle for competition.

Competency Field: Agriculture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Carry out instructions on goat/cattle preparation	1.1 Goats/cattle are identified and location noted.
	1.2 Feeding requirements are understood.
	1.3 Preparation procedures are received and understood.
	1.4 Operation of facilities and equipment are noted.
2. Feed and water goats/cattle for showing	2.1 Feed requirements are met on schedule.
	2.2 Water is checked regularly.
	2.3 Feed records are maintained to enterprise requirements.
	2.4 Fed supplies are monitored and replenished as required.
3. Monitor goat/cattle health	3.1 Goat/cattle health is monitored daily.
	3.2 Abnormalities are reported to the person in charge.
	3.3 Health abnormalities are treated as required by the enterprise.
4. Prepare goats/cattle for handling	4.1 Handling equipment is used and manufacturer's instructions are followed.
	4.2 Goats/cattle are trained for showing procedures.
	4.3 Goats/cattle are handled to avoid stress in accordance with the requirements of the enterprise.
5. Handle goat/cattle	5.1 Goat/cattle is exhibited to best advantage before judges.
	5.2 Goats/cattle are prepared for presentation to judges.



- 5.3 Requests of officials are complied with.
- 5.4 Reports are provided to person in charge of the enterprise.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

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

- Jamaica Goat Farmers Association
- Jamaica Cattle Breeders Association
- OHS and hygiene requirements
- First Aid regulations/requirements

This unit of competency should be demonstrated in accordance with the :

- policies and procedures in regard to the preparation of goats and cattle for competitive events

Competitions include:

- production evaluation trials
- agricultural shows
- fleece competitions
- sire reference schemes
- carcass competitions
- buck/bull sales
- doe/heifer sales

Facilities include:

- pens
- sheds
- paddocks
- troughs

Equipment may include:

- coats, halters
- combs, brushes
- preparations applied externally or supplements taken orally
- restraining devices
- combs, brushes
- Relevant OHS hazards identification, risk assessment and risk control measures includes
- safe livestock handling systems and procedures, including zoonotic control
- safe manual handling systems and procedures

Preparation procedures may include:

- halter training
- leading, grooming, clipping
- preparation and care of hooves and horns
- special feed supplementation
- presentation techniques
- use of show equipment
- special transportation requirements
- avoidance of stress
- show protocols

Animals may include:

- Different breeds of goats/cattle at different stages



EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively select and prepare goats/cattle for competitive events. Animals are prepared and trained for show/exhibition.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to properly care for show animals as required by the enterprise taking into consideration health status, feed and water regimes that are implemented.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

knowledge of:

- feeding goats/cattle
- monitoring health of goat/cattle
- preparation and handling of goats/cattle

Skills

The ability to:

- feed and water goats/cattle
- monitor goat/cattle health

(4) Resource Implications

The following resources should be made available:

- identification tag
- comb and brush
- restraining devices
- medication
- feed
- water

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision and when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in an acceptable time frame.

Competencies in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge 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.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

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| 3. | Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |
| | | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |
| | | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
| 4. | Craft an entrepreneurial strategy | 4.1 | 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 is developed. |
| | | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
| | | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews. |
| | | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed. |
| | | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable. |
| | | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established. |
| | | 4.7 | Potential problems, obstacles and risks in meeting goals are identified. |
| | | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified. |
| | | 4.9 | The method by which results will be measured is indicated. |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGMMCH0002A: Sell products and services

Competency Descriptor:

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

Competency Field: Agriculture/Retail Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Apply Product Knowledge	1.1	Knowledge of the use and application of relevant products and services demonstrated.
		1.2	Experienced sales staff or product information guide consulted to increase product knowledge.
2.	Approach Customer	2.1	Timing of customer approach determined and applied.
		2.2	Effective sales approach identified and applied.
		2.3	Positive impression conveyed to arouse customer interest.
		2.4	Knowledge of customer buying behaviour demonstrated.
		2.5	Customer focused on specific merchandise.
3.	Gather Information	3.1	Questioning techniques applied to determine customer buying motives.
		3.2	Listening skills used to determine customer requirements.
		3.3	Non-verbal communication cues interpreted and clarified.
		3.4	Customers identified by name where possible.
4.	Sell Benefits	4.1	Customer needs matched to appropriate products and services.
		4.2	Knowledge of products' features and benefits communicated clearly to customers.
		4.3	Product use and safety requirements described to customers.
		4.4	Customers referred to appropriate product specialist as required.
		4.5	Routine customer questions are answered accurately and honestly or referred to more experienced senior sales staff.

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| 5. | Overcome Objections | 5.1 | Customer objections identified and accepted. |
| | | 5.2 | Objections categorised into price, time and merchandise characteristics. |
| | | 5.3 | Solutions offered according to store policy. |
| | | 5.4 | Problem solving applied to overcome customer objections. |
| 6. | Close Sale | 6.1 | Customer buying signals monitored, identified and responded to appropriately. |
| | | 6.2 | Customer encouraged to make purchase decisions. |
| | | 6.3 | Appropriate method of closing sale selected and applied. |
| 7. | Maximise Sales Opportunities | 7.1 | Opportunities for making additional sales recognized and applied. |
| | | 7.2 | Customer advised of complementary products or services according to customer's identified need. |
| | | 7.3 | Personal sales outcomes reviewed to maximise future sales. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Routine customer questions about merchandise may include:

- price
- price reductions
- quality
- usage

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to sell products and services in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

- applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- using questioning, listening and observation skills to accurately determine customer requirements
- consistently applying store policies and procedures, in regard to selling products and services
- maximising sales opportunities according to store policies and procedures
- consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluating personal sales performance to maximise future sales

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- store policies and procedures, in regard to:
 - selling products and services
 - allocated duties and responsibilities
- store merchandise and service range
- specific product knowledge for area/section
- basic operational knowledge of relevant:
 - statutory requirements, including consumer protection law (Fair Trading Commission)
 - industry codes of practice,
 - Non-Government consumer organizations

Skills

The ability to:

- verbal and non verbal communications
- questioning/listening/observation
- handling difficult customers
- negotiating
- problem solving
- sales performance appreciation

(4) Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

A real or simulated retail environment.

Access to a range of customers with different requirements (real or simulated).

Relevant documentation, such as:

- stock/inventory/price lists
- sales order forms
- store policy and procedures manuals

A range of merchandise and products appropriate to the retail workplace.

Product labels and sources of product information.

(5) Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGMMCH0012A: Operate point of sale systems

Competency Descriptor:

This unit involves operations at the point of sale area. It encompasses procedures for use of point of sale equipment and for completing a sales transaction in a retail nursery or farm store.

Competency Field: Agriculture/Retail Services

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Operate Point of Sale Equipment	1.1	Point of sale equipment operated according to design specifications.
	1.2	Point of sale terminal opened and closed according to store procedure.
	1.3	Point of sale terminal cleared and tender transferred according to store procedure.
	1.4	Cash handled according to store security procedures.
	1.5	Supplies of change in point of sale terminal maintained according to store policy.
	1.6	Active point of sale terminals attended according to store policy.
	1.7	Records completed for transaction errors according to store policy.
	1.8	Adequate supplies of docketts, vouchers and point of sale documents maintained.
	1.9	Customers informed of delays in the point of sales operation.
2. Perform Point of Sale Transactions	2.1	Point of sale transactions completed according to store policy.
	2.2	Store procedures identified and correctly applied in respect of cash and non-cash transactions.
	2.3	Store procedures identified and applied in regard to exchanges and returns.
	2.4	Goods moved through point of sale area efficiently and with attention to fragility and packaging.
	2.5	Information entered into point of sale equipment accurately.

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| | 2.6 | Price/total/amount of cash received stated verbally to customer. |
| | 2.7 | Correct change tendered. |
| 3. Complete Sales | 3.1 | Customer order forms, invoices, receipts completed accurately. |
| | 3.2 | Customer delivery requirements identified and processed accurately, without undue delay. |
| | 3.3 | Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy. |
| 4. Wrap and Pack Goods | 4.1 | Adequate supplies of wrapping material or bags maintained/requested. |
| | 4.2 | Appropriate packaging material selected. |
| | 4.3 | Merchandise wrapped neatly and effectively where required. |
| | 4.4 | Items packed safely to avoid damage in transit, and labels attached where required. |
| | 4.5 | Transfer of merchandise for parcel pick-up or other delivery methods arranged if required. |

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Customers may include:

- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- point of sale equipment may be manual or electronic

Store policies and procedures in regard to:

- operation of point of sale equipment
- security
- sales transactions

Store facilities in regard to:

- customer service
- size
- type
- location of store
- wrapping techniques may vary
- according to merchandise range

Point of sale transactions may include:

- cash transactions
- non-cash transactions such as cheques, credit cards, smart cards, lay-by, credits and returns and gift vouchers

Staffing may include:

- Full-time, part-time or casual staff

Handling techniques may vary according to stock characteristics and industry codes of practice

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively communicate in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- operate Point of Sale equipment according to manufacturers' instructions and store policies and procedures
- apply store policies and procedures in regard to cash handling and point of sale transactions, according to the range statement
- process sales transaction information responsibly and accurately according to store policies and procedures
- apply store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise
- demonstrate Literacy skills in regard to written sales and delivery documentation
- demonstrate Numeracy skills in regard to handling cash

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- store policies and procedures, in regard to:
 - customer service
 - point of sale procedures/transactions
 - allocated duties and responsibilities
 - processing information
- range of services provided by the store
- stock availability
- basic operational knowledge of relevant:
 - legislation and statutory requirements, including consumer protection law
- operational skills and techniques in:
 - questioning/listening
 - verbal and non verbal communication
 - following set routines and procedures
 - dealing with different types of transactions
 - wrapping and packing techniques
 - store bag checking procedures
 - merchandise handling techniques
- knowledge of cash and non cash handling procedures, including:
 - opening and closing point of sale terminal
 - clearance of terminal and transference of tender
 - maintenance of cash float
 - tendering of change
 - counting cash
 - calculating non-cash documents
 - balancing point of sale terminal
 - recording takings
 - security of cash and non-cash transactions change required and denominations of change
 - credit cards
 - gift vouchers
 - lay by
 - credits, credit notes and returns
 - cheques / travellers cheques
 - customer accounts
 - functions and procedures for operating Point of Sale equipment, including:
 - registers
 - numerical display boards

Underpinning Knowledge and Skills (Cont'd)

Knowledge

Knowledge of:

- calculators
- electronic scales
- scanners
- credit cards
- lay by
- credits and returns
- cheques / travellers cheques
- customer accounts
- COD

Skill

Ability to:

- Use a range of communication/electronic equipment
- Read and understand product information
- Read and understand store policies and procedures
- Record information
- Operate point of sale equipment
- Perform point of sale transactions
- Complete sales
- Wrap and pack goods

(4) Resource Implications

The following resources should be made available:

Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
 - financial transaction dockets/slips
 - stock/inventory/price lists
 - store policy and procedure manuals
 - a range of Point of Sale equipment and materials

(5) Method of Assessment

Evidence is best gathered using the products, processes and procedures of the individual workplace context.

Evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Method of Assessment (Cont'd)

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

The theoretical components may be assessed off the job.

The practical components should be assessed either in a work or simulated work environment. Assessment activities may include any one or a combination of the following: written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either on-the-job or in a simulated workplace environment. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLCGP0013A: Supervise management of herd health

Competency Descriptor:

This unit deals with the skills and knowledge required to supervise the health of herd on a farm.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Supervise herd health strategies	1.1	Herd performance unit records analysed to assess changes and/or abnormalities.
		1.2	Components of herd health programs recorded and assessed according to establishment practice.
		1.3	Herd health programs supervised and solutions derived at to remedy the situation and implemented according to enterprise policy.
2	Implement vaccination programs	2.1	Pig vaccination programs planned and implemented according to establishment practice.
		2.2	Disease symptoms and their effects on pigs recognized, documented and reported according to industry and establishment practice.
		2.3	Appropriate vaccines selected and administered with minimum stress to the animals according to industry and enterprise policy and manufacturers recommendations.
		2.4	All relevant hygiene requirements implemented including the use of proper personal protective equipment.
3	Supervise the quarantine of livestock unit	3.1	Programs planned to facilitate the implementation of total and/or partial quarantine of livestock unit according to industry and establishment practices.
		3.2	All relevant cases of quarantine documented according to establishment practice.
		3.4	Veterinarians contacted and consulted as required according to industry and enterprise policy.

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| 4 | Care for newly purchased animals | 4.1 | Animals observed for normal behaviour and appearance and any abnormality observed is recorded and treated promptly according to enterprise policy. |
| | | 4.2 | Newly purchased animals immunized, treated for internal and external parasites. |
| | | 4.3 | Newly purchased animals marked for identification and sorted and castrated where necessary, according to enterprise policy. |
| | | 4.4 | Animals placed with main herd after isolation period as determined in the enterprise policy. |

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the :

- policies and procedures with regard to the selection of pigs for a livestock unit
- policies regarding quarantine of animals that are diseased

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

- Jamaica Livestock Association Regulations
- Jamaica Agricultural Society
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Components of health programs may include:

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| <ul style="list-style-type: none"> • adjustments to nutritional regime • environmental aspects • use of vaccines • use of prescribed medicines | <ul style="list-style-type: none"> • quarantine and hygiene • housing procedures- segregated early weaning • all in/all out • visitor policies • quarantine policy and enforcement |
|--|---|

General signs of good health may include:

- bright alert eyes
- clean tail
- even breathing
- no sign of discharge from the nose
- no coughing
- healthy appetite

Points to consider when purchasing new stock:

- animals must be healthy
- animals must be from a reputable source (preferably from one farm)
- conformity to breed
- pedigree

Reasons for quarantine new animals may include:

- ensuring new stock, possibly diseased animal, does not come in contact with general farm population
- if animal is diseased, some symptoms may be observed during quarantine
- to expose new animal to a mild dose of diseases that are prevalent on the farm in order to build up immunity against those diseases

Measures taken to prevent disease entering the livestock unit may include:

- making unit “off-limits” to unauthorized personnel
- surrounding unit with perimeter fence
- removing footwear and wearing over-alls and boots supplied by the unit
- site silo to limit access to restricted area
- loading ramp that leads outside the perimeter fence for sale of stock
- foot bath

OHS issues that impact upon the performance of this unit include:

- safe systems and procedures for outdoor work, including protection from solar radiation
- safe livestock handling systems and procedures,
- safe systems and procedures including control of zoonotic infections
- safe systems and procedures for handling veterinary products, including vaccines, needles and syringes
- protection from organic and other dusts
- protection from hazardous noise
- ensure the use and maintenance of relevant personal protective equipment

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively plan and implement a vaccine program for a livestock unit and to maintain good health in the herd. This should also include the ability to select and purchase healthy animals from reputable source and to isolate ill animals and care for them during quarantine.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- select new stock for the unit
- identify healthy animals
- plan a vaccine program for animals
- vaccinate animals
- quarantine animals
- care for isolated animals
- return quarantined animals to herd

(2) Pre-requisite Relationship of Units

- Nil”

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- behaviour characteristics of animals
- management of infections
- parasites affecting animals
- pathogens and diseases of animals
- human health and hygiene
- health issues relating to both humans and animals
- enterprise policy for the welfare and husbandry of animals
- verbal and nonverbal communication skills
- keeping health records
- impact of disease on production
- cost effective disease control techniques
- vaccination protocols
- use of prescription medicines and withholding periods
- compatibility of medications

Skills

The ability to:

- observe, describe and explain the behaviour of animals
- recognize common diseases and accurately describe signs of ill health
- supervise staff
- plan and implement vaccination program
- maintain hygiene program within the unit
- use yards and equipment for handling, herding and sorting animals
- assess the condition of animals with minimal stress, risk of injury
- identify and select animals to be purchased
- communicate verbally and nonverbally
- fill out required records
- follow OHS procedures
- apply first aid procedures
- measure and use sanitizers
- keep accurate records

(4) Resource Implications

The following resources should be made available:

- different classes/types of animals
- herding and restraining equipment
- quarantine unit
- vaccination equipment, needles, syringes, gloves, etc.
- storage facilities
- sanitizers
- stationary for record keeping

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision and when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in an acceptable time frame.

Competencies in this unit may be demonstrated concurrently.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with identifying and selecting new animals for the unit and planning and implementing a vaccine program to maintain proper health in the livestock unit, including the isolation/quarantining of diseased animals.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGGCOR0013A: Supervise work routines and staff performance

Competency Descriptor:

This unit deals with the skills and knowledge required to supervise work routines in a unit ensuring that all necessary activities are carried out according to occupational standards and to monitor staff performance in the unit.

Competency Field: Agriculture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and lead workplace group activities	1.1	Discussion groups utilised in the process of information sharing, technology transfer and training.
		1.2	Regular meetings planned, organised and conducted according to enterprise establishment.
		1.3	Clear, constructive decisions made and documented according to enterprise policy.
		1.4	Formal and informal meetings chaired and conducted with barriers to effective discussion and meeting procedures minimized/eliminated.
		1.5	Procedures for meetings used effectively according to standard practice and enterprise establishment.
		1.6	Outcomes of meetings clearly summarized and recorded at the end of the meeting as set out in the enterprise policy.
2	Work with organizational structure	2.1	Organizational structure and lines of authority maintained within the supervisor's span of control to ensure work programs are coordinated.
		2.2	Requests from management responded to promptly.
		2.3	Issues to be conveyed to the authorities reported according to enterprise and industry standards.
		2.4	Objectives updated regularly to take into account individual and organizational changes.
3	Monitor staff performance	3.1	Work allocated to optimize the use of resources and the individual's existing competence.

- 3.2 Existing workplace skills, including leadership qualities and extra abilities among piggery staff identified for development of the unit.
 - 3.3 Staff improvement programs are implemented as appropriate to responsibly develop the unit staff.
- 4 Interact with work groups
 - 4.1 Leadership techniques used in supervision of unit staff.
 - 4.2 Groups within the workplace utilized to maximize the efficiency of staff in the unit according to their structure and function.
 - 4.3 Group dynamics and individual personal interactions utilized in problem-solving and decision making in the workplace.
 - 4.4 Conflict resolved at the unit level with minimal disruption to work routines.
- 5 Introduce new staff member(s) to the unit
 - 5.1 New members welcomed to the unit and familiarized with relevant property facilities.
 - 5.2 Basic work routines and industry procedures explained accurately.
 - 5.3 New staff members constructively advised and assisted in the initial performance of allocated work activities.
- 6 Facilitate workers in their work performance
 - 6.1 Request for assistance responded to willingly and courteously.
 - 6.2 The nature and extent of assistance given appropriate in relation to the work activity and the individual.
 - 6.3 Individuals are encouraged to review their own performance and meet the required criteria.
 - 6.4 Motivate workers to exceed expectations.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the following:

- policies and procedures in regard to the supervision of activities within unit
- policies regarding evaluation of staff performance

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

- Jamaica Livestock Association Regulations
- Jamaica Agricultural Society
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Organic dust may include:

- Spores of bacteria, fungi
- Pollen from plant

OHS issues that impact upon the performance of this unit include:

- safe livestock handling systems and procedures
- safe systems and procedures including control of zoonotic infections
- protection from organic and other dusts
- protection from hazardous noise
- safe systems and procedures for storage, handling and transportation of hazardous substances, including inflammable and toxic gases
- systems and procedures for the safe operation and maintenance of machinery and equipment, including hydraulics and guarding of exposed moving parts, including pumps, impellers and aeration equipment
- selection, use and maintenance of relevant personal protective clothing and equipment

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to successfully operate a unit ensuring that all activities are carried out to facilitate production and profitability of the unit through efficient, dynamic work groups.

Competency is to be demonstrated by the ability to assess the performance of the members of staff in the unit in a fair and unbiased manner and recommending promotion/reward where necessary for continuous success in the unit.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently run a unit at a level of production to keep up with current industry practices.

(2) Pre-requisite Relationship of Units

- Nil”

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- human motivation and development skills
- the agriculture industry and their policies
- enterprise policies
- relevant industrial awards
- teams and teamwork
- measures of efficiency
- leadership techniques

Skills

The ability to:

- communicate effectively
- delegate effectively
- allocate and supervise work activities
- assess and evaluate workers
- assist workers upon request
- praise workers when necessary

(4) Resource Implications

The following resources should be made available:

- records and other stationery
- staff members
- computer and accessories
- farm operations

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision and when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in an acceptable time frame.

Competencies in this unit may be demonstrated concurrently.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job dealing with operating a unit and carrying out assessment of work team in the unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 3	
Communicating ideas and information	Level 3	
Planning and organising activities	Level 3	
Working with others and in teams	Level 3	
Use mathematical ideas & techniques	Level 3	
Solve problems	Level 3	
Using technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLCAT0043A: Establish Pasture and forage crops

Competency Descriptor:

This unit deals with the skills and knowledge required to establish pasture grasses and forage crops for livestock production.

Competency Field: Agriculture - Livestock

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare paddocks for pasture	1.1 Paddocks are selected for pasture production as it relates to a range of factors. 1.2 Equipment is used safely and in accordance with manufacturer's instruction. 1.3 Paddocks are treated to control weeds and seedbeds prepared in accordance with enterprise requirements.
2. Sow pastures	2.1 Pasture seed mix or crop type is selected. 2.2 Chemicals are applied to control pests if desired. 2.3 Seed is mixed, lime pelleted and inoculated if necessary. 2.4 Sown seedbed is managed in accordance with enterprise requirements. 2.5 Equipment is used safely and in accordance with manufacturer's instructions. 2.6 Farm records are maintained in accordance with enterprise policy. 2.7 Seed is sown in accordance with equipment manufacturers' guidelines and enterprise requirements.
3. Treat pastures	3.1 Pests are identified and control methods implemented. 3.2 Fertilizer is applied to achieve required production.

RANGE STATEMENT

The range of variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training assessment requirements may depend on the work situations and available resources.

Paddock treatment prior to sowing may include:

- the utilization of cattle to control weeds

Pests may include:

- army worm
- grass grub
- grasshoppers
- snails
- native fauna
- cut worm
- locusts
- earth mite
- crickets
- weeds include all plants not required in the pasture

Factors to be considered in establishing pastures and crops may include:

- soil and environmental conditions
- alternative crops
- silage production
- feed requirements
- new cultivars available
- paddock history intended life span
- summer or winter crops
- disease and pest control
- pasture renovation
- hay production
- type of livestock carried
- vertebrate pests
- intended use
- rainfall
- water availability
- costs and returns considered
- chemical free weed control

EVIDENCE GUIDE

Competency is to be demonstrated by effectively establishing pasture grasses and forage crops for livestock in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

- Evidence should include a demonstrated ability to efficiently implement a fodder conservation plan.
- Relevant OHS hazards identification, risk assessment and risk control measures.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- types of grasses and legumes
- pasture mixes/hay mixes
- livestock nutritional requirements
- influence of pastures on stock health
- chemical free weed control
- the machinery and equipment used in silage and hay conservation programs

Skills

The ability to:

- operate machinery and equipment
- calibrate boom spray and drill and fertilizer
- spreader
- identify pests, diseases
- identify pasture species
- identify and control weeds
- handle chemicals safely and in accordance with the label
- collect soil and tissue samples
- operate an irrigation system
- mix and inoculate seed

(4) Resource Implications

The following resources should be made available:

- pasture seeds
- chemicals
- lime
- fertilizer

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be gathered in various ways including the following

- Careful scrutiny of records
- Interrogation- oral/ written.
- Assessments based on training offered and or other relevant means of assessments.
- Supervisors/Employers statement of support

The whole activity can be made flexible by assessing more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

This unit shall be assessed through practical demonstration on the job as it relates to crop husbandry and the subsequent environmental impacts that may arise from such involvements. Written or verbal items as well as practical assessment of management principles may be appropriately used. The underpinning knowledge may take the form of a project perspective as well as incorporated into the general principles of operation. The use of multiple choice, short answer and oral assessments may be quite useful in this regard.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgment of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGLCAT0053A: Conserve pasture and forage crops

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare conserved forage for livestock production systems.

Competency Field: Agriculture - Livestock

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Prepare for fodder conservation	1.1	1.1	Fodder conservation options are defined.
		1.2	A choice is made between hay, silage, grain and other stock feeds.
		1.3	Fodder conservation equipment suitable for the paddocks is selected.
		1.4	Paddocks are identified for fodder conservation activities.
		1.5	The extent of fodder conservation activities is determined.
2. Prepare paddocks for fodder conservation.	2.1	2.1	Paddocks are closed to livestock at the optimum time.
	2.2	2.2	Growth is monitored for optimum harvest.
3. Make fodder	3.1	3.1	Weather conditions are monitored for the best time to harvest.
	3.2	3.2	Fodder is made.
	3.3	3.3	Fodder is covered as indicated in the production plan.
	3.4	3.4	Fodder is baled, wrapped and stored to enterprise guidelines.

RANGE STATEMENT

The range of variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training assessment requirements may depend on the work situations and available resources.

Small square bales:

- large square bales
- round bales
- string tied

Fodder may include:

- hay
- silage
- hay conservation systems may include:
- mow, rake and bale
- mow, ted, rake and bale
- mow, condition, rake and bale
- mow, condition, windrow and bale

Make hay includes:

- mowing the crop
- wilting the crop
- tedding and/or raking the crop
- forage harvesting

Silage storage systems may include:

- stack or pit
- covered
- uncovered
- baled and wrapped
- baled
- stacked and covered
- trench

Silage and hay making equipment may include:

- mowers and mower conditioners
- tedders
- tedder rakes
- rakes
- small square balers
- large square balers
- round balers
- round bale wrappers

Silage conservation systems may include:

- direct forage harvest and stack
- cut, wilt forage harvest and stack
- bun, wedge, clamp and pit stacks
- design, shape and size of stacks
- baled and wrapped
- baled, stacked and covered
- redrying rain affected hay

- stacking and rolling the crop
- baling
- wrapping
- carting and storing the crop

Hay storage systems may include:

- baled and shredded
- stored in the paddock
- wrapped
- covered
- uncovered

- tunnel bale wrappers
- forage harvesters
- forage wagons
- truck and elevator
- buncher and retriever
- Hay loader
- front end loader
- round bale carriers

EVIDENCE GUIDE

Competency is to be demonstrated by effectively conserving pasture and forage crops in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to efficiently implement a fodder conservation plan.

Relevant OHS hazards identification, risk assessment and risk control measures. These include:

- safe tractor operation and maintenance
- safe machinery and equipment systems, maintenance and procedures
- safe manual handling systems and procedures
- safe systems and procedures for handling farm chemicals - seed treatments
- selection, use and maintenance of relevant personal protective equipment
- safe systems and procedures for outdoor work, including protection from solar radiation
- the rights and responsibilities of employers and employees under the relevant state and workplace OHS legislation

Site OHS procedures may include:

- provision of personal protective equipment
- provision of sunscreen for outdoor work

Holistic outcome

The fodder conservation plan is implemented safely and effectively to maximise productive outputs of the farm within the production plan

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- silage and hay making programs and operations
- silage conservation systems
- hay conservation systems
- the factors which affect the quality of silage and hay
- the advantages and disadvantages of conserving fodder as hay or silage
- the machinery and equipment used in silage and hay conservation programs
- relevant OHS legislation, regulations

Skills

The ability to:

- interpret and implement fodder conservation plans
- identify and compare a range of silage and hay making machinery and equipment
- operate a range of silage and hay making machinery and equipment
- employ safe work practices
- adjust silage and hay making machinery and equipment according to the manufacturers specifications
- identify optimum stage of crop for harvesting

(4) Resource Implications

Assessment requires access to a range of opportunities defined in the range of variables. These may include:

- forage harvesters
- forage wagons
- truck and elevator
- buncher and retriever
- Hay loader
- front end loader
- round bale carriers

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be gathered in various ways including the following;

- Careful scrutiny of records
- Interrogation- oral/ written
- Assessments based on training offered and or other relevant means of assessments.
- Supervisors/Employers statement of support

The whole activity can be made flexible by assessing more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

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CRITICAL EMPLOYABILITY SKILLS

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Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.