Occupational Standards
of Competence

General Poultry Production

Level 2

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ACKNOWLEDGEMENTS

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Members of the General Poultry Farming Working Group

Technical and Vocational Education and Training (TVET) Council
Version 1.1 December 2018

Qualification Overview

NVQB

in

General Poultry Farming

Level 2

Qualification Overview

This occupational standard is designed to provide guidance in training in the knowledge, skills and attitudes relating to poultry farming in Barbados. It covers the maintenance of poultry houses and surroundings, caring for chicks, monitoring poultry progress, monitoring egg production, preparing poultry for slaughter and slaughtering and processing poultry. It also includes competencies in occupational health and safety, data entry and retrieval procedures and developing a business opportunity.

Who is this qualification for?

The NVQB in General Poultry Farming is aimed at persons who work in or want to work in the poultry farming industry in Barbados.

A03602 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

GENERAL POULTRY PRODUCTION – LEVEL 2

The qualification is made up of seven (7) mandatory units and four (4) elective units. To achieve a full award, candidates must complete **all** seven (7) Mandatory units. Candidates can choose the additional unit which best suits their work situation and job role.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODES**

1.   Follow principles of occupational health and safety (OH&S)   **U65502**

       1.1   Follow safe work practices
       1.2   Report work hazards
       1.3   Follow emergency procedures

2.   Prepare and maintain poultry house and surroundings   **U65602**

       2.1   Prepare and maintain poultry house
       2.2   Maintain poultry house and surroundings

3.   Care for Chicks   **U65702**

       3.1   Prepare brooding area
       3.2   Stock brooding area
       3.3   Monitor and maintain chicks

4.   Care for broilers   **U65802**

       4.1   Feed poultry
       4.2   Provide water for poultry
       4.3   Maintain feeders and waterers

5.   Monitor poultry progress   **U65902**

       5.1   Weigh poultry
       5.2   Monitor poultry health

6.   Establish monitor and maintain egg production   **U66002**

       6.1   Monitor and maintain the collection of eggs
       6.2   Monitor and maintain the grading of eggs
       6.3   Monitor the preparation of eggs for transportation
       6.4   Maintain records
       6.5   Use and maintain equipment and materials

Mandatory Units (All must be completed)   <u>**CODES**</u>

7.   **Prepare poultry for slaughter**   **U66102**

      7.1   Catch and load birds for slaughter facility
      7.2   Unload birds and prepare for slaughter

(Optional Units)

8.   **Slaughter and process poultry**   **U66202**

      8.1   Slaughter birds
      8.2   Scald and de-feather birds
      8.3   Eviscerate birds
      8.4   Grade, package and store bird carcass

9.   **Carry out Data Entry and Retrieval procedures**   **U66302**

      9.1   Initiate computer system
      9.2   Enter data
      9.3   Retrieve data
      9.4   Amend data
      9.5   Use document layout and data format facilities
      9.6   Monitor the operation of equipment
      9.7   Access and transmit information via the internet
      9.8   Close down computer system
      9.9   Maintain computer equipment

10.   **Develop a business opportunity**   **U66402**

      10.1   Identify a business opportunity
      10.2   Develop a business concept
      10.3   Work with others to advance the business concept

11.   **Care for layers**   **U66502**

      11.1   Maintain the environment for poultry
      11.2   Feed poultry
      11.3   Provide water for poultry
      11.4   Observe and maintain chick health
      11.5   Select layer stock
      11.6   Perform pre and post laying activities
      11.7   Follow preventative and therapeutic measures

12.   **Care for Turkeys**   **U66602**

      12.1   Feed turkeys
      12.2   Provide water for turkeys
      12.3   Maintain feeders and waterers

U66502   **Follow principles of occupational health and safety (OH&S)**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to effectively perform work activities to conform to occupational health and safety requirements, and applies to all individuals working in the general poultry industry.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Follow safe work practices

1.1 Carry out work safely and in accordance with organisational policies, procedures and industry requirements.

1.2 Undertake maintenance in accordance with industry procedures.

1.3 Confirm that the responsibilities and duties of employees are understood and demonstrated in day-to-day actions.

1.4 Wear and store **personal protective equipment** is worn and stored according to industry procedures.

1.5 Use equipment and safety devices correctly according to legislative requirements and manufacturer's instructions.

1.6 Identify, display and follow safety signs/symbols according to organisational health and safety requirements.

1.7 Carry out manual handling and lifting in accordance with national occupational health and safety guidelines.

			Follow and adhere to occupational health and safety guidelines.
2.	Report workplace hazards	2.1	Report identified workplace hazards to the appropriate person according to organisational procedures.
		2.2	Identify suitable means of contacting the appropriate personnel and emergency services in the event of an accident.
3.	Follow emergency procedures	3.1	Contact the emergency services promptly in the event of an accident.
		3.2	Confirm that emergency and evacuation procedures are understood and followed as required.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment**:

    - safety glasses/goggles
    - dust masks/respirator
    - boots
    - coveralls/coats
    - gloves

2. **Safety responsibilities**:

    - personal protection
    - safe interactive work practices (duty of care)
    - occupational health and safety (OHS) regulations
    - emergency procedures

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the risks to health and safety and the measures to be taken to control those risks in own area of work

2. What are the roles and responsibilities of employees in the workplace

3. What personal protective equipment and clothing should be used and how to use them correctly

4. What is the importance of using safe lifting techniques

5. What the safety signs and symbols mean

6. What are the correct and safe ways to use materials, tools and equipment required for your work

7. What are the safe areas for storage of equipment, tools and materials

8. What are the safe disposal methods for waste

9. How to minimize environmental damage during work

10. How to deal with minor disruptions at work

11. Why effective working relationships are important and how to work effectively with others

12. What are the limits of responsibility in the workplace

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

U65602   **Prepare and maintain poultry house and surroundings**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to prepare and maintain a poultry house and surroundings. It describes the work expectations associated with preparing and maintaining the poultry house as well as maintaining the surroundings.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare and maintain poultry house	1.1 Select and correctly wear **personal protective equipment**.
	1.2 Remove litter from the poultry house and dispose of following industry policies and procedures
	1.3 **Clean and sanitise** poultry house according to industry procedures
	1.4 Wash, sanitize and dry equipment after being removed from the poultry house.
	1.5 Check poultry house for any breaches and conduct repairs where necessary.
	1.6 Spread new litter prior to the arrival of poultry stock.
	1.7 Position **equipment** and materials in the poultry house prior to the arrival of chicks.
	1.8 Check and monitor lighting equipment to ensure that it is in good working order.
	1.9 Maintain correct temperature of poultry house.
2. Maintain poultry house surroundings	2.1 Remove garbage, rubble and organic matter from surroundings and dispose of in the correct manner according to industry requirements.

2.2   Clean and maintain drains in the correct manner.

2.3   Store unused equipment and materials correctly in designated area.

2.4   Perform activities to promote adequate airflow to poultry farm.

2.5   Report problems encountered to the appropriate person immediately.

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment:

- coveralls/coats
- boots/closed shoes
- gloves
- goggles
- respirator
- head gear

2. Clean and sanitise:

- spraying poultry house floor
- flaming poultry house side/walls
- dusting mesh wire
- pressure washing
- use of approved chemicals

3. Equipment:

- feeders
- waterers
- footbaths
- sidewall curtains
- brooding rings
- heating equipment
- fans
- lighting equipment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to select and use the correct personal protective equipment.

2. What safety precautions are required when cleaning poultry houses.

3. How to use sanitizing agents and other chemicals safely.

4. What is the importance of rearing poultry in a disease/pest free environment.

5. How to clean and maintain the poultry house.

6. How to clean drains.

7. How to dispose of litter, garbage and organic matter.

8. What is the appropriate ratio of feeders and waterers to birds.

9. What are appropriate methods of increasing airflow to the poultry house.

10. What are the possible breaches to the poultry house and how these should be corrected.

11. What is the importance of maintaining a dust free environment when rearing poultry.

12. How to store unused equipment.

13. What is the importance of lighting in poultry houses.

14. How to check lighting.

15. How to maintain the correct temperature in poultry house.

EVIDENCE GUIDE

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U65702   Care for chicks

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required in caring for chicks. It describes the work expectations associated with preparing the brooding area, stocking the brooding area and monitoring and maintaining chicks.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

ELEMENT	PERFORMANCE CRITERIA
1. Prepare brooding area	1.1 Select and correctly wear **personal protective equipment** when working
	1.2 Observe strict **personal hygienic procedures** and **biosecurity measures** following industry procedures and regulations.
	1.3 Place **barriers** to create brooding area.
	1.4 Carry out activities to maintain appropriate brooding temperatures.
	1.5 Place **materials and equipment** correctly in the brooding area following industry procedures and regulations.
	1.6 Use appropriate materials to cove corners.
2. Stock brooding area	2.1 Place chicks in brooding area and handle correctly.
	2.2 Adjust waterers in the brooding area according to the height of the chicks.
	2.3 Maintain uniform and adequate heat in the brooding area according to industry procedures and regulations.

3. Monitor and maintain chicks	3.1 Observe and monitor chicks regularly following workplace procedures and report problems immediately.
	3.2 Remove wet litter to prevent damp spots and compaction following industry procedures and regulations.
	3.3 Remove and dispose of dead chicks following workplace procedures.
	3.4 Record daily feed consumption and mortality according to industry procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment**:

    - coveralls/coats
    - boots/enclosed shoes
    - gloves
    - goggles
    - respirator
    - head gear

2. **Personal hygiene procedures**:

    - personal cleanliness
    - use of clean personal protective equipment and clothing

3. **Bio-security measures**:

    - use of footbath
    - restricted movement of personnel

4. **Barriers:**

    - zinc sheeting
    - hard board
    - tarpaulin

5. **Materials and equipment**:

    - litter
    - waterers
    - feeders
    - lightbulbs
    - flexible hard board/foam/card board

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the personal hygiene requirements when dealing with poultry.

2. How to select and use correct Personal Protective Equipment (PPE) correctly.

3. Why bio-security measures should be implemented.

4. Why it is important to monitor litter regularly.

5. What safety precautions are observed when working in a poultry house.

6. How to adjust waterers.

7. What are the appropriate procedures for the caring of chicks.

8. What temperature is appropriate for rearing chicks.

9. How to regulate and maintain the correct temperature.

10. What is the importance of keeping records.

11. How to handle chicks.

12. How to monitor chicks.

13. What is the significance of brooding.

14. Why is coving necessary.

15. How to cove corners.

EVIDENCE GUIDE

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(1) Critical Aspects of Evidence

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(2) Methods of Assessment

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U65802   **Care for Broilers**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to provide nutritional requirements for broilers. It describes the work expectations associated with feeding broilers, providing water and maintaining the feeders and waterers.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Feed poultry	1.1	Select and correctly wear **personal protective equipment**.
	1..2	Select the **correct type of feed** for the stage of development of poultry.
	1.3	Provide selected feed for poultry according to industry procedures.
	1.4	Provide the correct supplements to poultry.
	1.5	Adjust feeders according to the height of the birds.
	1.6	Record date, time and quantity of feed and supplements accurately using prescribed recording chart.
	1.7	Store feed according to workplace procedures and manufacturer's instructions.
2. Provide water for poultry	2.1	Confirm that appropriate amounts of clean water are available at all times.
	2.2	Adjust waterers according to the height of the birds.
3. Maintain feeders and waterers	3.1	Check feed and ensure that it is kept free of poultry droppings and water.
	3.2	Remove stale and contaminated feed from equipment as required.
	3.3	Clean feeders according to industry procedures and standards.

3.4   Clean waterers daily following industry procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment:**

   - coveralls/coats
   - boots/closed shoes
   - gloves
   - goggles
   - respirator
   - head gear

2. **Correct type of feed:**

   - starter ration
   - grower ration
   - finisher

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the health and safety procedures for handling poultry.

2. What are the different types of feed.

3. What factors affect the selection of feed.

4. What conditions are required for storing feed.

5. What is the importance of providing cool and clean water.

6. What factors affect the selection of feeders and waterers.

7. What is the importance of completing prescribed record chart.

8. How to clean feeders and waterers.

EVIDENCE GUIDE

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(1) Critical Aspects of Evidence

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U65902   **Monitor poultry progress**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to monitor the progress of poultry. It describes the work expectations associated with weighing poultry and monitoring the health of poultry.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1.	Weigh poultry	1.1	Select and correctly wear **personal protective clothing.**
		1.2	Catch and hold poultry in the correct manner, for weighing.
		1.3	Select poultry randomly and weigh weekly.
		1.4	Record weight and condition of poultry accurately.
2.	Monitor the health of poultry	2.1	Monitor poultry for **symptoms of ill health** and make a report to the appropriate person.
		2.2	Cull crippled and unhealthy poultry in the appropriate manner.
		2.3	Remove and dispose of culled or dead poultry safely according to industry procedures.
		2.4	Record culled and dead poultry accurately according to industry procedures.
		2.5	Maintain hygienic conditions and **bio-security measures** at all times within the poultry house and surroundings, following industry procedures.
		2.6	Report unusual levels of mortality immediately to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment/clothing:**

   - coveralls/coats
   - boots/closed shoes
   - gloves
   - goggles
   - respirator
   - head gear

2. **Symptoms of ill health:**

   - ruffled feathers
   - respiratory symptoms – snicks/rales/gasping
   - watery eyes
   - watery stool
   - pasty vents
   - incoordination

3. **Bio-security measures:**

   - use of footbath
   - restricted movement of personnel/equipment
   - no physical contact with other types of poultry

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are correct procedures for catching poultry.

2. How to use poultry weighing equipment.

3. What are the required procedures for handling and weighing poultry.

4. What is the importance of weighing poultry and how often should this be done.

5. How to recognize the signs and symptoms of ill-health in poultry.

6. What are the reasons for culling poultry.

7. How to cull poultry.

8. How to safely dispose of dead and culled poultry.

9. What is the importance of bio-security and how does it affect poultry's health.

10. What is the importance of recording mortality.

11. How to complete reports and to whom reports should be made.

EVIDENCE GUIDE

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U66002   Establish, monitor and maintain egg production

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to collect and grade hatching and table eggs and prepare the eggs for transportation on the farm. Collection of eggs can be done manually or mechanically. Grading can be both mechanical and manual, or just manual.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Monitor and maintain the collection of eggs

1.1 Confirm that equipment and materials are in a clean, hygienic and safe condition and ready for use.

1.2 Monitor personal hygiene.

1.3 Monitor and record egg production to ensure that suitable production levels are maintained for the system of egg production used and in accordance with industry requirements.

1.4 Use appropriate **methods and procedures** that ensure maximum production.

1.5 Use appropriate methods of egg collection that minimise stress to the birds and are in line with welfare codes.

1.6 Collect eggs at times of the day that maximise the number collected.

1.7 Check **collection methods** regularly to ensure minimum damage to eggs.

1.8 Check and record damaged eggs.

1.9 Handle eggs correctly and prepare for selection.

1.10 Identify problems with the collection of eggs and take appropriate actions according to industry requirements.

1.11 Confirm that records are accurate and complete.

1.12 Interpret records and identify areas of concern in accordance with industry requirements and appropriate action taken.

1.13 Monitor health and safety procedures according to legislation and industry requirements.

2. Monitor and maintain the grading of eggs

2.1 Maintain equipment and materials in a clean and hygienic state.

2.2 Confirm that eggs are clean and free of dirt and debris.

2.3 Monitor and maintain **egg quality** in accordance with production requirements.

2.4 Identify and remove unusable eggs.

2.5 Identify incorrect egg handling methods and take appropriate action.

2.6 Confirm that **identification markings** are clear and in accordance with industry requirements.

2.7 Position eggs on trays and in crates correctly.

2.8 Confirm that records are accurate, legible and complete.

2.9 Identify problems with egg quality correctly and take appropriate action.

2.10 Leave work area clean and tidy.

2.11 Monitor and maintain disposal of waste in accordance with organisational requirements and relevant industry legislation.

	2.12	Maintain health and safety in accordance with legislative requirements.
	4.	
3. Monitor the preparation of eggs for transportation	4.1	Confirm that equipment and storage areas are clean, safe and ready for use.
	4.2	Monitor storage of eggs and adjust to maintain the appropriate **environmental conditions.**
	4.3	Confirm that **identification markings** are accurate, legible and complete and comply with production requirements.
	4.4	Pack eggs in required containers in a manner that minimises damage during transport.
	4.5	Position containers in the storage area safely and securely and in accordance with industry practice.
	4.6	Use equipment safely and in accordance with manufacturer's instructions and legislative requirements.
	4.7	Identify problems with storage and preparation of eggs correctly and take prompt action to rectify.
	4.8	Confirm that working methods promote health and safety and are consistent with relevant legislation and industry practices.
5. Maintain records	5.1	Keep accurate, legible and complete records according to industry requirements
	4.2	Confirm that records are interpreted by relevant personnel and areas of concern identified for appropriate action to be taken.
	4.3	Keep records in a safe place so that they can be produced on request for authorities or industry personnel.

6. Use and maintain equipment and materials

6.1 Keep equipment and materials in a clean hygienic condition and ready for use.

6.2 Store materials and equipment in a cool, dry hygienic environment.

6.3 Use equipment safely and in accordance with manufacturer's instructions and legislative requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Methods and procedures**:

   - automatic
   - manual

2. **Collection methods**:

   - stacking to the correct height
   - collecting in suitable containers (plastic or wire basket)
   - resolving equipment faults and breakages

3. **Egg quality**:

   - shell faults
   - level of cleanliness

4. **Environmental conditions**:

   - temperature
   - humidity

5. **Identification markings**:

   - site, house of flock code
   - batch number
   - lay date

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the safe and correct conditions and operations for the use of equipment.

2. What problems can arise when preparing equipment and materials.

3. What are the different methods of collecting eggs in the system.

4. What are the methods of collection that maximize egg production, and what corrective measure must be taken when production is adversely affected.

5. What are the methods of collecting eggs that minimizes stress to the birds.

6. How to identify birds suffering from stress.

7. What is the importance of correct timing when collecting eggs.

8. How the egg collection system can damage eggs and how this is minimized.

9. What are the correct methods of handling eggs.

10. What are the problems that can occur with egg collection in the system and the correct action to be taken.

11. What are the records that need to be kept in relation to egg collection.

12. What are the organizational requirements for egg numbers, the reasons why numbers may vary, and the appropriate action to take.

13. What materials and equipment are needed for egg handling, storage and collection.

14. What are the personal hygiene practices in the work area.

15. What are the different categories of eggs required and the reasons for shell faults.

16. What are the correct methods for packing or preparing eggs in the system being used.

17. What is the importance and function of identification markings.

18. What are the different methods of preparing or packing eggs to maximize hatchability and/or maximize first quality eggs.

19. What are the recording procedures and levels of responsibility for persons completing records.

20. What are the legislative requirements for hygiene and health and safety of personnel and eggs.

21. What are the appropriate storage conditions for the eggs and methods of maintaining them.

22. What are the effects of inappropriate storage conditions, and reason for monitoring correct conditions.

23. What are the types and condition of storage containers, and possible problems that these may have.

24. What are the problems with the storing of eggs, and what corrective action should be taken.

25. What methods are used to minimize damage to eggs during transportation.

EVIDENCE GUIDE

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

(3) Context of Assessment

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

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

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

U66102   **Prepare poultry for slaughter**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to prepare poultry for slaughter. It describes the work expectations associated with catching, loading and unloading birds.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Catch and load birds for slaughter facility	1.1 Select and correctly wear **personal protective equipment.**
	1.2 Identify and collect appropriate **tools and equipment** prior to catching birds.
	1.3 Remove feeding **equipment** before catching birds
	1.4 Load birds in the correct manner for transportation.
	1.5 Withhold feed from birds for the recommended period.
	1.6 Provide clean water for birds during the fasting period.
2. Unload birds and prepare for slaughter	2.1 Unload birds in the correct manner.
	2.2 Check and accurately record the delivery of birds.
	2.3 Clean and maintain vehicle and receptacles used to transport birds in the correct manner.
	2.4 Carry out emergency segregation procedures for birds containing **abnormalities** following industry procedures.
	2.5 Prepare birds correctly for slaughter according to industry procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment:**

   - coveralls/coats
   - boots/closed shoes
   - gloves
   - goggles
   - respirator
   - head gear

2. **Tools and equipment:**

   - crates
   - catching wire

3. **Abnormalities:**

   - leg disorders
   - crooked toes
   - lameness

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to select and use personal protective equipment

2. What are the industry policies and procedures regarding the preparation of poultry for the market

3. What are the safety measures to apply when preparing poultry for the market

4. How to catch, load and unload birds.

5. Why is food withheld from birds in preparation for slaughter

6. What is the recommended period to withdraw feed

7. What records should be maintained in the transportation and delivery of birds.

8. How to maintain appropriate records

9. What are the procedures for cleaning the vehicles and receptacles used in transporting birds

10. How to identify abnormalities

11. Why birds should be segregated prior to slaughter.

12. What are emergency segregation procedures

13. How to prepare birds for slaughter.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

U66202   **Slaughter and process poultry**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to slaughter, scald, de-feather and eviscerate birds. It also deals with grading, packaging and storing bird carcasses.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1.	Slaughter birds	1.1	Clean and disinfect **tools and equipment**.
		1.2	Slaughter birds and allow them to bleed in the correct manner.
2.	Scald and de-feather birds	2.1	Maintain scalder at specified temperature.
		2.2	Use de-feathering machine according to manufacturer's instructions.
		2.3	Check de-feathered bird carcass to determine soundness.
3.	Eviscerate birds	3.1	Eviscerate and wash birds following industry procedures.
4.	Grade, package and store bird carcass	4.1	Grade carcasses according to appearance, size and quality of meat in accordance with industry procedures.
		4.2	Trim and weigh carcasses following industry standards.
		4.3	Package and store carcasses correctly.
		4.4	Maintain hygienic practices.

RANGE STATEMENT

All range statements must be assessed:

1. **Tools and equipment:**

    *   manual/automatic stunning equipment
    *   manual /automatic neck cutters
    *   crates, catching wire
    *   knives, scalder, slaughtering cone/shackles
    *   de-feathering machine
    *   eviscerating table, packing table, scale
    *   plastic bags, labels
    *   refrigerator/chill room, ice, potable water

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the industry procedures for slaughtering, bleeding, scalding, de-feathering, eviscerating, washing, grading packaging and storing poultry.

2. How to slaughter birds.

3. What is the purpose of scalding and de-feathering birds.

4. How to operate de-feathering machines.

5. How to operate eviscerating machines.

6. What is the importance of grading the carcass for the market.

7. How to correctly trim carcasses.

8. What are the sanitizing practices in relation to slaughtering birds.

9. How to disinfect tools and equipment.

10. How to correctly pack and store carcasses.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Methods of Assessment

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Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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U66302   **Carry out data entry and retrieval procedures**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to operate a computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1 Initiate computer system	1.1	Check **equipmen**t and **work environment** for readiness to perform scheduled tasks.
	1.2	Identify hardware components of the computer and their functions correctly.
	1.3	Power up equipment correctly and correctly apply access codes.
	1.4	Select or load **appropriate software** from the menu.
2 Enter data	2.1	Identify and correctly collect types of **data** for entry.
	2.2	Select and use appropriate **input devices** for the intended operations.
	2.3	Confirm that the manipulative procedures of **input devices** conform to established practices.
	2.4	Operate keyboard/mouse within the designated speed and accuracy requirements.
	2.5	**Locate** computer files correctly or **create, name** and **save** new files.
	2.6	Enter data accurately in the appropriate files using specified procedure and format and validate in accordance with specified procedures.
	2.7	Anomalous results are corrected or reported in accordance with specified procedures.

		2.8	Back-up in accordance with approved procedures.
3	Retrieve data	3.1	Establish identity and source of information.
		3.2	Obtain authority to access data where required.
		3.3	Locate and access files and data are correctly.
		3.4	Maintain integrity and confidentiality of data.
		3.5	Retrieve relevant reports or information using approved procedure.
		3.6	Confirm that formats to retrieve report or information conform to requirements.
		3.7	Print copy of data where required.
4	Amend data	4.1	Establish source of data/information for amendment.
		4.2	Locate data to be amended correctly within the file.
		4.3	Enter, change or delete correct data/information using appropriate input device and approved procedures.
5	Use document layout and data format facilities	5.1	Verify requirements for document where necessary.
		5.2	Apply given format and layout appropriately.
		5.3	Identify, access and use facilities correctly to achieve the desired format and layout.
		5.4	Use data manipulating facilities correctly.
		5.5	Confirm that format reflects accuracy and completeness.
6.	Monitor the operation of equipment	6.1	Monitor system to ensure the correct operation of tasks.
		6.2	Deal with routine system messages promptly and correctly.

		6.3	Refer non-routine messages promptly to the appropriate person in accordance with operating requirements.
		6.4	Deal with error conditions promptly within level of authority and report uncorrected errors.
		6.5	Monitor output devices and materials for quality.
7	Access and transmit information via the Internet	7.1	Gain access to the Internet in accordance with the provider's operating procedures.
		7.2	Demonstrate efficiently the ability to negotiate web sites to locate and access specified information and other services.
		7.3	Send and retrieve E-Mail competently.
8	Close down computer system	8.1	Follow the correct shut down sequence and promptly report any problems with shutting down computer.
		8.2	Observe safety and protective procedures.
		8.3	Preserve the system integrity and security.
9	Maintain computer equipment	9.1	Confirm that cleaning materials and/or solutions used meet specified recommendations.
		9.2	Clean and equipment as directed.
		9.3	Report identified wear and faults promptly to the appropriate personnel.

RANGE STATEMENT

All range statements must be assessed:

1. **Equipment**:

   - install supplied computer
   - install supplied peripherals

2. **Work environment:**

   - equipment
   - furniture
   - cabling
   - power supply

3. **Appropriate software:**

   - word processing
   - spread sheet
   - internet access

4. **Input devices:**

   - keyboard
   - mouse
   - scanner
   - microphone
   - camera

5. **Data:**

   - textual
   - numerical
   - graphical

6. **File Operations:**

   - naming
   - updating
   - archiving
   - traversing field and records in database
   - use of search
   - sort
   - print

7. Files Saved on:

- network
- magnetic media
- personal computer

8. Maintenance:

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

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to work safety with and around computers.

2. How to identify computer hardware.

3. What are computer hardware and software systems.

4. What are the procedures for initiating and closing down a computer.

5. What are the operations of the data entry management system.

6. What are the organisation's standards applicable to accessing files.

7. What are file operations and their applications.

8. How to create, locate and save files.

9. How to manipulate data input devices.

10. How to use input devices.

11. How to use data checking devices.

12. How to format software.

13. How to use software for graphic productions and manipulation.

14. How to access data.

15. How to key-in and format reports and letters.

16. How to retrieve data.

17. How to amend data.

18. How to print data.

19. How to save data.

20. How to search and receive data from the internet.

21. How to send and receive E-Mail.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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U66402   **Develop a business opportunity**

Unit Descriptor: This unit describes the knowledge, skills and attitudes required to identify, develop and assess a new business or activity opportunity for the organization, prior to writing a detailed business plan.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Identify a business opportunity	1.1 Assess **personal entrepreneurial attitudes and behaviours**.
	1.2 Identify personal and business objectives of developing opportunities.
	1.3 Locate and review relevant market, client, product and service information.
	1.4 Identify, explore and absorb sources and stimuli for fresh **business opportunity ideas.**
	1.5 Use **thinking techniques** to generate business opportunity ideas.
	1.6 Obtain input from others to improve initial ideas.
2. Develop a business concept	2.1 Review and prioritise a range of business opportunity ideas to develop business concepts.
	2.2 Calculate **basic business planning estimates** for new business concepts
	2.3 Identify and review relevant **legal and non-legal requirements**.
	Determine and document **criteria for determining the feasibility** of new business ideas.

		2.5	Undertake preliminary assessment of feasibility of business concepts and seek **specialist advice** as required.
		2.6	Identify **risks** of business concepts.
		2.7	Make **choices** from multiple ideas of most feasible ideas to be further developed into business plans.
		2.8	Prepare basic documentation to communicate business concepts to others.
3.	Work with others to advance the business concept	3.1	Determine requirements for partners, alliances and advisors to advance business concept.
		3.2	Identify and assess potential partners, alliances and advisors.
		3.2	Seek legal advice to protect interest throughout negotiations, where appropriate.
		3.4	Conduct negotiations to advance concepts.
		3.5	Negotiate partnership, alliance and advisory arrangements, if appropriate.
		3.6	Confirm partnership, alliance and advisory arrangements using legal processes where appropriate.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal entrepreneurial attitudes and behaviours:**

    - flexibility
    - interest in pursuing new ideas
    - desire to take risks
    - belief in ability to act on intuition, speculations and assumptions
    - confidence in self and vision
    - attitudes toward ambiguity and uncertainty
    - curiosity
    - ability to think laterally

2. **Business opportunity ideas:**

    - ideas to create profits or assets
    - ideas for the general development or advancement of an organisation and its programs, services and products which are not 'business' activity in the commercial sense, but may be non-commercial or non-profit

3. **Thinking techniques:**

    - brainstorming
    - discussions
    - lateral thinking

4. **Basic business planning estimates:**

    - work methods
    - locations
    - initiatives and types of activities
    - human resources
    - budgets and other resources
    - timelines

5. **Legal and non-legal requirements:**

    - requirements deriving from organization's policies and procedures
    - access and equity requirements
    - codes of practice
    - contractual obligations
    - industrial relations agreements

- insurance requirements
- laws and regulations
- accreditation/licence/patent/copyright requirements
- maintenance/service/operating requirements
- manufacturers' requirements
- occupational health and safety (OHS) requirements
- professional development requirements
- standards
- warranty requirements

6. **Criteria for determining the feasibility:**

- ability to meet legal and non-legal requirements
- ability to meet personal and business objectives
- commercial viability

7. **Specialist advice:**

- accounting, legal and OHS advice
- advice from government agencies, industry or trade associations, business brokers and consultants
- mentoring support

8. **Risks:**

- regulations, legislation and codes of practice
- safety
- public reputation and consumer interest
- sustainability
- environmental factors
- financial risk

9. **Choices:**

- by owner/operator of small business
- by key family members of family business
- by managers or supervisors

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the characteristics of successful entrepreneurs.

2. What are relevant legal, OHS and non-legal requirements related to entrepreneurship.

3. What are basic methods of business planning.

4. How to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities.

5. What are thinking techniques.

6. How to conduct basic research.

7. How to conduct an initial feasibility assessment.

8. How to prepare basic business planning estimates.

9. What are the negotiation skills for exploring partnerships.

10. How to document ideas, business planning estimates and feasibility assessment.

11. How to negotiate with potential partners.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

(3) Context of Assessment

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U66502 **Care for layers**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to raise layers efficiently and effectively. It includes the selection of stock, maintenance of the environment for poultry, assessment of chick health, pre and post laying activities and implementing health programmes.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1 Maintain the environment for poultry	1.1 Clean and disinfect poultry house**, tools and equipment** according to industry standards.
	1.2 Install and adjust **chick guards** based on industry standards.
	1.3 Lay out and change/clean **litter materials** regularly.
	1.4 Prepare and regularly clean feeders and waterers.
	1.5 Feed poultry according to industry standards.
	1.6 Secure and correctly dispose of left-over feed.
	1.7 Provide extended lighting system to 20 week old pullets based on industry standards.
2 Feed poultry	2.1 Select and correctly wear **personal protective equipment**.
	2.2 Select **correct type of feed** for the stage of development of poultry.
	2.3 Provide selected feed for poultry according to industry procedures.

		2.4	Adjust feeders according to the height of the birds.
		2.5	Record date, time and quantity of feed accurately using prescribed recording chart.
		2.6	Store feed according to workplace procedures and manufacturer's instructions.
3	Provide water for poultry	3.1	Confirm that appropriate amounts of clean water are available at all times.
		3.2	Adjust waterers according to height of the birds.
4	Observe and maintain chick health	4.1	Monitor chick behavior to determine health condition.
		4.2	Collect and collate **records**.
		4.3	De-beak chicks in appropriate time.
5	Select layer stock	5.1	Select poultry species for brooding and transfer to growing house.
		5.2	Select chicks intended for laying and transfer to laying house
		5.3	Cull chicks with undesirable traits from the flock.
6	Perform pre and post laying activities	6.1	Harvest eggs once or twice a day using **appropriate materials**.
		6.2	Classify eggs according to **industry classification standards.**
		6.3	Store eggs at room temperature.
		6.4	Refrigerate eggs to extend storage life.
7	Follow preventative and therapeutic measures	7.1	Administer medication programmes according to industry and farm production requirements.

7.2   Perform physical evaluation regularly of poultry.

7.3   Administer protective measures according to industry and farm production requirements.

7.4   Cull poultry with undesirable traits from the flock.

7.5   Keep accurate and up-to-date health records.

Technical and Vocational Education and Training (TVET) Council
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RANGE STATEMENT

All range statements must be assessed:

1. **Tools and equipment**:

   - Generator
   - Heater
   - Electric lamps
   - Weighing scale
   - Pail feed scoop
   - Wheel barrow
   - Feed bin
   - Feed cart
   - Syringe

2. **Personal protective equipment**

   - coveralls/coats
   - boots/closed shoes
   - gloves
   - goggles
   - respirator
   - head gear

3. **Correct types of feeds**

   - Starter ration
   - Grower ration
   - Layer (1 & 2)

4. **Chick guards:**

   - Zinc sheeting
   - Hard board
   - Plywood

5. **Litter materials:**

   - Shredded newspaper
   - Saw dust
   - Bagasse
   - Sand

6. **Records:**

   - Production records
   - Laying flock records
   - Inventory records
   - Brooding and growing records
   - Laying flock production records

7. **Appropriate materials:**

   - Egg trays
   - Egg cart
   - Egg boxes

8. **Industry classification standards:**

   - Extra-large/jumbo
   - Large
   - Medium
   - Small
   - Peewee

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to select and use the correct materials, tools and equipment.

2. Why it is important to provide chick guards and heaters.

3. What are appropriate materials to use as litter.

4. How to feed poultry.

5. How to dispose of waste materials correctly.

6. What is the importance of lighting in the poultry house.

7. How to monitor the health of chickens.

8. How to maintain accurate records.

9. What is the importance of de-beaking.

10. What are the different species of chicks used in egg production.

11. How to identify chicks suitable for laying.

12. How to harvest eggs.

13. How to classify eggs.

14. How to store eggs.

15. How to administer medication.

16. How to monitor and evaluate chicks.

17. What are protective measures.

18. What are undesirable traits in poultry.

19. How to maintain accurate records

.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

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(2)   Methods of Assessment

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

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- Written evidence
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U66602   **Care for Turkeys**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide nutritional requirements for turkeys. It describes the work expectations associated with feeding turkeys, providing water and maintaining the feeders and waterers.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Feed turkeys	1.1	Select and correctly wear **personal protective equipment**.
		1..2	Select the **correct type of feed** for the stage of development of turkey.
		1.3	Provide selected feed for turkey according to industry procedures.
		1.4	Provide correct supplements to turkey.
		1.5	Adjust feeders according to the height of the turkeys.
		1.6	Record date, time and quantity of feed and supplements accurately using prescribed recording chart.
		1.7	Store feed according to workplace procedures and manufacturer's instructions.
2.	Provide water for turkeys	2.1	Confirm that appropriate amounts of clean water are available at all times.
		2.2	Adjust waterers according to height of the turkeys.
3.	Maintain feeders and waterers	3.1	Check feed and keep free of turkey droppings and water.

3.2   Remove stale and contaminated feed from equipment as required.

3.3   Clean feeders according to industry procedures and standards.

3.4   Clean waterers daily following industry procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment:**

   - coveralls/coats
   - boots/closed shoes
   - gloves
   - goggles
   - respirator
   - head gear

2. **Correct types of feeds:**

   - Turkey starter ration
   - Turkey grower ration
   - Turkey finisher

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the health and safety procedures for handling turkeys .

2. What are the different types of feed.

3. What factors affect the selection of feed.

4. What conditions are required for storing feed.

5. Why it is important to provide cool, clean water.

6. What factors affect the selection of feeders and waterers.

7. What is the importance of completing the prescribed record chart.

8. How to clean feeders and waterers.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Methods of Assessment

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Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

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

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

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

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

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

Competence

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

Element

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

Explanation of NVQ Levels

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

Level 2	Glossary of Terms

Level 1 - Entry Level

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

Level 2 - Skilled Occupations:

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

Level 3 - Technician and Supervisory Occupations:

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

Level 4 - Technical Specialist and Middle Management Occupations:

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

Level 5 - Chartered, Professional and Senior Management Occupations:

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

External Verifier

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

Internal Verifier

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

Level 2	**Glossary of Terms**

NVQ

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

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

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

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

Performance criteria

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

Product of Work

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

Questioning

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

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

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

Level 2   Glossary of Terms

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

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

Simulations

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

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

Supplementary evidence

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

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Level	
2	**Glossary of Terms**

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification

Work-based projects

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

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