

## Packaging of Competency Standards for Vocational Qualifications

### CCAGRR2010 CVQ Level 2 – Rabbit Rearing

Unit Code	Unit Title	Mandatory/ Elective
<b>AG00111</b>	Construct Rabbit Cage	Mandatory
<b>AG00112</b>	Feed Rabbits	Mandatory
<b>AG00113</b>	Handle and Care for Rabbits	Mandatory
<b>AG00114</b>	Maintain Health of Rabbits	Mandatory
<b>AG00115</b>	Breed Rabbits	Mandatory
<b>AG00116</b>	Prepare Rabbits for Market	Mandatory
<b>AG01000</b>	Maintain Safe and Effective Working Practices	Mandatory
<b>AGGCOR0101A</b>	Carry Out Measurement and Calculations	Mandatory
<b>AGMMCH0002B</b>	Sell Products and Services	Elective
<b>AGGCOR0031A</b>	Plan and Organise Work	Mandatory
<b>BSBSBM0012A</b>	Craft Personal Entrepreneurial Strategy	Elective

To achieve this qualification all mandatory units and a minimum of one (1) elective must be achieved.

## AG00111

## Construct Rabbit Cage

## Unit Descriptor:

This unit deals with the skills and knowledge required for constructing a rabbit cage. It describes the work expectations associated with constructing a basic rabbit cage and completing the rabbit cage.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

- |   |                             |   |
|---|-----------------------------|---|
| 1 | Construct basic rabbit cage | <ul style="list-style-type: none"> <li>1.1 Follow all safety precautions in accordance with standard operating procedures</li> <li>1.2 Wear appropriate personal protective equipment when constructing rabbit cage, following workplace procedures</li> <li>1.3 Determine the appropriate cage dimensions, according to the category of stock for which it is intended</li> <li>1.4 Select appropriate tools and materials for the type of cage to be built</li> <li>1.5 Use tools safely according to manufacturer's instructions</li> <li>1.6 Cut materials accurately according to cage dimension specifications</li> <li>1.7 Join materials to form cage following cage specifications</li> <li>1.8 Check that the opening to the cage is of an adequate size for rabbit and in a convenient location</li> </ul> |
| 2 | Complete rabbit cage        | <ul style="list-style-type: none"> <li>2.1 Place feeder and waterer in a suitable location in the cage ensuring easy accessibility for rabbit</li> <li>2.2 Attach grass rack to the cage in an easily accessible location for rabbit</li> <li>2.3 Check that the cage is safe for rabbits</li> <li>2.4 Place cage in a suitable area following rabbitry layout design</li> </ul>  |

## RANGE STATEMENT

Personal protective equipment includes:

- eye goggles
- construction gloves
- coveralls
- dust mask

Tools include:

- wire nipper
- j clip pliers
- j clip remover

Materials include:

- type of wire
- wire mesh size
- wire gauge
- j clips

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what personal protective equipment should be worn when working
2. what are the safety precautions to be followed when working
3. how to use tools and material to construct rabbit cage
4. what are the various types of wire, mesh size and wire gauge required for the construction of a given cage
5. what are the appropriate cage dimensions for each category of stock
6. what factors should be considered when constructing a rabbit cage
7. how to check the cage to ensure the safety of the rabbits is maintained

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- identify and select suitable materials for constructing a cage
- cut materials to appropriate dimensions
- join materials to form cage that is safe for rabbits
- determine suitable locations for feeder, waterer and grass rack in cage

### (2) Method of Assessment

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

### (3) Context of Assessment

This unit must be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working individually. The assessment environment should not disadvantage the candidate

## AG00112

## Feed Rabbits

## Unit Descriptor:

This unit deals with the skills and knowledge required for feeding rabbits. It describes the work expectations associated with handling and storing feed, selecting appropriate feeding material, observing and maintaining feeders and waterers.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

- |   |                                     |      |   |
|---|-------------------------------------|------|---|
| 1 | Handle and store feed               | 1.1  | Follow all safety precautions in accordance with standard operating procedures                          |
|   |                                     | 1.2  | Prepare storage space for feed delivery according to established workplace procedures                   |
|   |                                     | 1.3  | Check details of feed delivered against delivery note for accuracy                                      |
|   |                                     | 1.4  | Update feed inventory after receiving and discharging feed, following workplace procedures              |
| 2 | Select appropriate feeding material | 2.1  | Wear appropriate personal protective equipment when feeding rabbits, following workplace procedures     |
|   |                                     | 2.2  | Identify the different types of feed and forage that can be fed to rabbits                              |
|   |                                     | 2.3  | Use feed within timeframe recommended by the manufacturer   |
|   |                                     | 2.4  | Select and harvest forage material suitable for rabbits, in accordance with industry procedures         |
|   |                                     | 2.5  | Allow forage material to wilt for an appropriate time period, following established industry procedures |
|   |                                     | 2.6  | Clean and maintain equipment according to manufacturer's instructions                                   |
|   |                                     | 2.7  | Return equipment to the storage area after use, in accordance with workplace procedures                 |
|   |                                     | 2.8  | Clean area as instructed by the supervisor, ensuring it is left free of pest and contaminants           |
|   |                                     | 2.9  | Dispose of spoilt feed and bags according to established workplace procedures                           |
|   |                                     | 2.10 | Record details of feed consumption and disposal according to established workplace procedures           |

- |   |                               |     |   |
|---|-------------------------------|-----|---|
| 3 | Observe and maintain feeders  | 3.1 | Examine feeders daily to ensure feed consumption and proper sanitation  |
|   |                               | 3.2 | Remove contaminated feed prior to feeding, following workplace procedures   |
|   |                               | 3.3 | Fill feeders daily, with the correct type and quantity of feed, according to the supervisor's instructions                          |
|   |                               | 3.4 | Remove old forage from grass rack daily, following workplace procedures   |
|   |                               | 3.5 | Add freshly wilted forage to grass rack daily, following workplace procedures   |
|   |                               | 3.6 | Record and report abnormalities that occur during feed consumption to the supervisor, according to established workplace procedures |
|   |                               | 3.7 | Adjust feeders to prevent feed from being wasted  |
|   |                               | 3.8 | Clean feeders as scheduled in accordance with workplace procedures  |
|   |                               |     |   |
| 4 | Observe and maintain waterers | 4.1 | Provide fresh, clean, accessible water ad libitum   |
|   |                               | 4.2 | Add nutritional supplements to water according to supervisor's instructions   |
|   |                               | 4.3 | Observe the rate of water consumption to ensure rabbits are consuming water   |
|   |                               | 4.4 | Adjust the depth of water in pan/trough to prevent spillage   |
|   |                               | 4.5 | Observe the water in pan/trough regularly, for faecal/urine contamination   |
|   |                               | 4.6 | Clean and disinfect waterers regularly, as required, in accordance with workplace procedures  |

### **RANGE STATEMENT**

Personal protective equipment includes:

- coveralls
- leather/construction gloves
- dust mask
- rubber boots

Feed includes:

- grain
- commercial pelleted ration

## Forage includes:

- grasses
- palatable weeds
- leafy green vegetables
- coconut fibre
- root crops
- hay

## Feeders include:

- automatic feeders
- manual feeders

## Waterers include:

- automatic waterers
- manual waterers

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the procedures relating to the storage of feed
2. what are the relevant details to be checked when feed is delivered
3. why is it important to update the feed inventory after every change
4. what personal protective equipment should be worn when working
5. what are the basic nutritional requirements for rabbits
6. what are the different types of feed that can be fed to rabbits
7. how long can the different types of feed be kept in storage
8. what are the suitable types of forages that can be given to rabbits
9. what are the procedures for harvesting and preparing the different types of forages
10. what types of disinfectants can be used to clean feeders and waterers
11. what are the relevant procedures relating to the mixing and handling of feed
12. how to determine the amount of feed and water required for rabbits
13. how often should water lines and water containers be cleaned
14. how to recognize abnormalities during feed and water consumption
15. what are the workplace recording and reporting procedures

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- prepare and clean storage area
- update feed inventory regularly
- select, harvest and wilt suitable forage material for rabbits
- feed rabbits suitable type of feed
- record accurate details of feed consumption
- provide clean, fresh, accessible water for rabbits
- determine abnormal feeding and water consumption patterns
- clean and maintain feeders and waterers as scheduled

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The

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

**(3) Context of Assessment**

This unit must be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working individually. The assessment environment should not disadvantage the candidate

## AG00113

## Handle and Care for Rabbits

## Unit Descriptor:

This unit deals with the skills and knowledge required for handling and caring for rabbits. It describes the work expectations associated with constructing and preparing a nesting box, monitoring doe during the kindling period, monitoring the wellbeing of the newborn litter, placing identification on rabbits, determining the weight of rabbits and disposing of dead rabbits.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

1	Construct and prepare nesting box	1.1	Follow all safety precautions in accordance with standard operating procedures
		1.2	Wear suitable personal protective clothing when handling rabbits, following workplace procedures
		1.3	Select appropriate material for constructing a nest box
		1.4	Construct nest box following established workplace procedures
		1.5	Select appropriate material for preparing nest box
		1.6	Disinfect and line nest box with the appropriate material in accordance with workplace procedures
		1.7	Place nest box at the appropriate time into doe's cage, following industry procedures
2	Monitor doe during kindling	2.1	Check that doe is not disturbed during the kindling period
		2.2	Remove soiled material from the nest box after the kindling period, in accordance with workplace procedures
		2.3	Replace lining material in nest box, if necessary, following workplace procedures
		2.4	Replace kits into nest box if necessary, following the recommended procedures
		2.5	Update the appropriate record cards according to workplace procedures
		2.6	Maintain sanitation of nest box until it's removal from cage, following industry procedures
3	Monitor the wellbeing of the	3.1	Prepare hands before handling kits, according to industry



- |                                   |   |
|-----------------------------------|---|
| newborn litter                    | procedures  |
|                                   | <ul style="list-style-type: none"> <li>3.2 Handle the stock carefully according to standard procedures, showing concern for their welfare</li> <li>3.3 Check kits for signs of health, vigour and eagerness to suckle, according to supervisor's instructions</li> <li>3.4 Check does for signs of ill health and udder disorder, according to supervisor's instructions</li> <li>3.5 Transfer kits from a large litter to a foster mother with a small litter if required, following workplace procedures</li> <li>3.6 Update record with details of kit transfer, following workplace procedures</li> <li>3.7 Check kits daily to see that they have suckled, following workplace procedures</li> <li>3.8 Observe the litter daily and prepare reports for supervisor, in accordance with standard procedures</li> <li>3.9 Remove nest box at the appropriate time, following workplace procedures</li> </ul> |
| 4 Place identification on rabbits | <ul style="list-style-type: none"> <li>4.1 Use method of identification selected by supervisor</li> <li>4.2 Prepare equipment and materials to be used in the operation according to specifications</li> <li>4.3 Restrain animals to be marked/tagged according to industry procedures</li> <li>4.4 Prepare area to be marked/tagged according to workplace procedures</li> <li>4.5 Place identification on rabbit ensuring that there is minimal injury to the animal</li> <li>4.6 Treat any open wound created according to workplace procedures</li> <li>4.7 Record details of all animals marked according to workplace procedures</li> </ul>   |
| 5 Determine the weight of rabbits | <ul style="list-style-type: none"> <li>5.1 Select rabbits to be weighed according to established schedule</li> </ul>  |

- 5.2 Secure equipment for weighing, following standard procedures
- 5.3 Weigh rabbits accurately and record weight according to workplace procedures
- 6 Dispose of dead rabbits
  - 6.1 Remove dead rabbits from the cage following industry procedures
  - 6.2 Remove all droppings and bedding material around dead rabbit following established workplace procedures
  - 6.3 Dispose of dead rabbit, bedding material and droppings according to workplace procedures
  - 6.4 Clean and disinfect cage according to workplace procedures
  - 6.5 Clean all tools used in disposing of dead rabbit following industry procedures
  - 6.6 Record deaths according to bio-security procedures

## RANGE STATEMENT

Personal protective equipment includes:

- coveralls
- long sleeved construction gloves
- dusk mask
- rubber boots

Materials for constructing nest box include:

- oil kegs
- wire
- wood

Materials for preparing nest box include:

- disinfectant
- sanitizer
- straw/ shredded paper
- sprayer

Method of identification includes:

- ear tagging
- tattooing
- ear notching

Equipment includes:

- ear notch clipper
- ear tag applicator and ear tags
- tattoo kit

Materials for placing identification on rabbits include:

- antiseptic/disinfectant
- cotton

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the health and safety precautions to be taken when handling rabbits
2. what personal protective equipment should be worn when working
3. what materials are suitable for constructing a nest box
4. what materials are used for preparing the nesting box
5. what are the sanitation procedures for cleaning the nesting box
6. when is an appropriate time to place and remove nest box in cages
7. what are the sanitation procedures for cleaning tools and equipment
8. how to safely handle rabbits
9. what are the signs used to detect ill health in rabbits
10. what are the procedures for holding new born kits
11. how to determine whether kits are nursing
12. what are the considerations to be taken when fostering rabbits
13. what are the different methods and procedures that can be used for placing identification on rabbits
14. how to place identifications on rabbits
15. what are the procedures for treating open wounds
16. why is it important to remove dead rabbits, droppings and bedding material from cage as soon as possible
17. why is it important to avoid direct contact with a dead rabbit
18. what are the workplace recording and reporting procedures

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- construct and prepare nesting box for rabbits
- maintain sanitation of the nesting box
- place recommended identification on rabbit
- handle rabbits carefully
- transfer kits to foster doe
- remove and dispose of dead rabbit, droppings and bedding material

### (2) Method of Assessment

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

### (3) Context of Assessment

This unit must be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working individually. The assessment environment should not disadvantage the candidate

## AG00114

## Maintain Health of Rabbits

## Unit Descriptor:

This unit deals with the skills and knowledge required for maintaining the health of rabbits. It describes the work expectations associated with recognizing the signs of ill-health in rabbits and cleaning the rabbitry, boots, clothing and equipment.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

- |   |   |      |   |
|---|---|------|---|
| 1 | Recognize signs of health and ill-health in rabbits | 1.1  | Wear suitable personal protective equipment when maintaining the health of rabbits, following workplace procedures            |
|   |   | 1.2  | Follow all safety precautions in accordance with standard operating procedures  |
|   |   | 1.3  | Maintain strict hygienic conditions according to industry procedures  |
|   |   | 1.4  | Observe and identify rabbits showing signs of ill-health  |
|   |   | 1.5  | Restrain and check rabbits identified with signs of ill-health, in accordance with industry and workplace procedures          |
|   |   | 1.6  | Remove ill/wounded rabbits and place in the assigned location for quarantine, following workplace procedures                  |
|   |   | 1.7  | Handle stock carefully showing concern for their welfare, following industry procedures                                       |
|   |   | 1.8  | Record and report details of ill-health in the rabbit stock to supervisor immediately   |
|   |   | 1.9  | Carry out treatment recommended by supervisor or veterinary officer   |
|   |   | 1.10 | Disinfect all equipment used in treating sick/wounded rabbits before and immediately after use, following standard procedures |
|   |   | 1.11 | Monitor and record progress of sick/wounded rabbit regularly, in accordance with workplace procedures                         |
|   |   | 1.12 | Submit progress reports to supervisor as scheduled  |
| 2 | Clean rabbitry and equipment                        | 2.1  | Remove and disinfect all tools and equipment from rabbitry, following workplace procedures                                    |
|   |   | 2.2  | Remove manure from floor, ledges and other areas of the cage/hutch, following workplace procedures                            |
|   |   | 2.3  | Dispose of manure according to industry standards   |

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|---|---|--|
|   | 2.4                                     | Clean rabbit cage/hutch as scheduled, following workplace procedures   |
|   | 2.5                                     | Clean and maintain footbath as scheduled, following workplace procedures   |
| 3 | Disinfect boots, clothing and equipment | <p>3.1 Remove dirt and manure from boots, clothing and equipment before disinfecting</p> <p>3.2 Disinfect boots, clothes and equipment using recommended sanitation procedures</p> <p>3.3 Follow all bio-security procedures relating to rabbit production</p> |

## RANGE STATEMENT

Personal protective equipment includes:

- rubber boots
- coveralls
- eye goggles
- leather gloves
- respirator
- dust mask

Signs of ill-health include:

- physical abnormalities
- behavioural changes
- abnormal reactions to external stimuli
- unusual smell
- abnormal sounds and movement
- discharge/excretion/secretions
- withdrawal from feed or water

Cleaning rabbit cage includes:

- spraying with approved chemicals
- torching

Sanitation procedures include:

- hot and cold sterilization
- fumigation
- chemical

Tools and equipment include:

- gas torch
- wheel barrow
- fork
- rubber hose

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what personal protective equipment should be worn when working
2. what are the sanitation procedures that should be following when cleaning a rabbitry
3. what are the safety and hygiene procedures that should be followed when working
4. how to recognize a diseased animal
5. what are the procedures for handling diseased animals

6. what are the basic treatments used for wounded animals
7. what are the safety precautions to take into account when handling chemicals
8. why is it important to clean rabbit cages/hutches regularly
9. what are the sanitation procedures that should be followed when cleaning boots, clothing and equipment

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- identify signs of ill health in rabbits
- record details of ill-health in rabbit stock
- carry out basic treatment on rabbits
- disinfect all tools and equipment in rabbitry
- clean rabbitry according to established procedures
- clean footbath according to established procedures
- disinfect boots and clothing using appropriate sanitation procedures

### (2) Method of Assessment

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

### (3) Context of Assessment

This unit must be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working individually. The assessment environment should not disadvantage the candidate

## AG00115

## Breed Rabbits

## Unit Descriptor:

This unit deals with the skills and knowledge required for breeding rabbits. It describes the work expectations associated with mating rabbits and performing pregnancy tests on doe.

**ELEMENTS**

Candidates must be able to:

**PERFORMANCE CRITERIA**

- |   |                               |     |   |
|---|-------------------------------|-----|---|
| 1 | Mate rabbits                  | 1.1 | Wear suitable personal protective equipment when breeding rabbits, following workplace procedures                                 |
|   |                               | 1.2 | Follow all safety precautions in accordance with standard operating procedures  |
|   |                               | 1.3 | Maintain strict hygienic conditions according to established workplace procedures   |
|   |                               | 1.4 | Check rabbits selected for breeding to ensure that they are in a healthy condition, free from disease, injury and abnormalities   |
|   |                               | 1.5 | Check that the doe is in estrus, based on established criteria  |
|   |                               | 1.6 | Place doe into buck's cage/hutch at the appropriate time of day for breeding, following workplace procedures                      |
|   |                               | 1.7 | Monitor mating process in accordance with industry procedures<br><br>Carry out mating procedures according to industry procedures |
|   |                               | 1.8 | Remove doe immediately from cage/hutch after mating has taken place   |
|   |                               | 1.9 | Record details of mating according to workplace procedures  |
| 2 | Perform pregnancy test on doe | 2.1 | Carry out palpation procedures at the recommended time after mating, in accordance with standard procedures                       |
|   |                               | 2.2 | Handle doe carefully according to industry procedures   |
|   |                               | 2.3 | Re-place non-pregnant does with buck for re-breeding, following workplace procedures  |
|   |                               | 2.4 | Update breeding records according to workplace procedures   |

## RANGE STATEMENT

Personal protective equipment includes:

- construction gloves
- coveralls
- dust mask

Mating procedures include:

- detecting signs of heat
- taking doe to assigned buck
- determining that mating has taken place

Palpation procedures include:

- checking the date of mating and determining the time to palpate
- determining the presence of embryo by trans-abdominal palpation

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what personal protective equipment should be worn when breeding rabbits
2. what are the safety and hygiene procedures that should be followed when breeding rabbits
3. how to check rabbits for health, disease, injury and abnormalities
4. what criteria is used to determine whether a doe is in estrus
5. how to carry out procedures for mating rabbits
6. what are the details of breeding that should be recorded
7. what are the procedures for determining whether a doe is pregnant
8. how to carry out the palpation procedures

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- identify doe that is in estrus
- check rabbits for health, disease, injury and abnormalities
- carry out mating of rabbits according to industry procedures
- carry out palpation procedures according to industry procedures
- maintain accurate breeding records

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The



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

**(3) Context of Assessment**

This unit must be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working individually. The assessment environment should not disadvantage the candidate

## AG00116

## Prepare Rabbits for Market

## Unit Descriptor:

This unit deals with the skills and knowledge required for preparing rabbits for the market. It describes the work expectations associated with selecting rabbits to transport to the market, slaughtering rabbits, skinning, dressing and packaging a rabbit carcass for the market.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

- |   |   |     |   |
|---|---|-----|---|
| 1 | Select rabbits to transport to the slaughter area | 1.1 | Wear suitable protective clothing when preparing rabbits for the market, in accordance with workplace procedures          |
|   |   | 1.2 | Follow all safety precautions in accordance with standard operating procedures  |
|   |   | 1.3 | Maintain strict hygienic conditions according to industry procedures  |
|   |   | 1.4 | Select rabbits for slaughter based on established workplace criteria  |
|   |   | 1.5 | Withhold feed from the selected animals for twenty-four hours prior to slaughtering, following industry procedures        |
|   |   | 1.6 | Weigh rabbit on the day of slaughter and record weight according to standard procedures                                   |
|   |   | 1.7 | Place rabbits in crates following established workplace procedures  |
|   |   | 1.8 | Provide rabbits with adequate ventilation during transport and holding, following industry procedures                     |
| 2 | Slaughter rabbits                                 | 2.1 | Wear suitable protective clothing for slaughtering animals  |
|   |   | 2.2 | Check that tools and equipment to be used are in a good working condition, in accordance with manufacturer's instructions |
|   |   | 2.3 | Restrain rabbits in a humane manner in accordance with set procedures   |
|   |   | 2.4 | Stun rabbits in accordance with industry procedures   |
|   |   | 2.5 | Sever rabbit jugular vein and allow to bleed following industry procedures  |
|   |   | 2.6 | Carry out stunning, slaughtering and bleeding in the required time schedule   |

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- |   |                                       |     |  |
|---|---------------------------------------|-----|--|
|   |                                       | 2.7 | Maintain tools and equipment used according to workplace procedures and manufacturer's instructions                      |
| 3 | Prepare rabbit carcass for market     | 3.1 | Maintain safe and hygienic conditions throughout work, following workplace procedures                                    |
|   |                                       | 3.2 | Check that tools and equipment to be used are in a good working condition in accordance with manufacturer's instructions |
|   |                                       | 3.3 | Prepare rabbit carcass for eviscerating following established workplace procedures                                       |
|   |                                       | 3.4 | Eviscerate the carcass following standard procedures   |
|   |                                       | 3.5 | Clean carcass to meet appearance specifications, following workplace procedures  |
|   |                                       | 3.6 | Maintain carcass at specified temperature and store in accordance with set requirements                                  |
|   |                                       | 3.7 | Maintain tools and equipment used according to workplace procedures and manufacturer's instructions                      |
| 4 | Package rabbit carcass for the market | 4.1 | Check that equipment is in a good working condition in accordance with manufacturer's instructions                       |
|   |                                       | 4.2 | Chill carcass at the specified temperature   |
|   |                                       | 4.3 | Prepare carcass according to supervisor's instructions   |
|   |                                       | 4.4 | Weigh carcass in accordance with set standards   |
|   |                                       | 4.5 | Package carcass in accordance with set standards   |
|   |                                       | 4.6 | Label carcass according to supervisor's instructions   |
|   |                                       | 4.7 | Maintain carcass at specified temperature to preserve appearance and quality during transfer and storage                 |
|   |                                       | 4.8 | Maintain equipment used, according to workplace procedures and manufacturer's instructions                               |
|   |                                       | 4.9 | Update relevant records with details of rabbits slaughtered, following workplace procedures                              |

## RANGE STATEMENT

Personal protective equipment includes:

- hair net
- waterproof apron
- coverall
- disposable gloves
- eye goggles
- rubber boots

Tools and equipment for slaughtering rabbits include:

- stunning equipment
- knife

Stunning rabbits include:

- manual
- electrical

Tools and equipment for preparing rabbits include:

- sharp knife
- suspension lines
- cold storage
- flame torch and gas tank

Preparing rabbit carcass for eviscerating includes:

- skinning rabbit
- plucking rabbit
- singeing rabbit

Equipment for packaging rabbit carcass include:

- sterile plastic
- sealer

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what personal protective equipment should be worn when slaughtering animals
2. what are the safety and hygiene procedures that should be followed when working
3. what are the criteria used for selecting rabbits for slaughter
4. what are the maintenance requirements for the tools and equipment used
5. how to stun, slaughter and dress rabbits
6. how to determine whether a rabbit is properly stunned
7. what are the different procedures for preparing a rabbit carcass
8. what temperature should the carcasses be stored
9. what are the appearance specifications that the rabbit carcass should meet

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- select and weigh rabbits for slaughtering
- stun rabbit according to established procedures
- sever rabbit's jugular vein and allow to bleed following industry procedures
- prepare, eviscerate and dress rabbit carcass
- chill rabbit carcass at the specified temperature
- package and label carcass in accordance with supervisor's instructions

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The

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

**(3) Context of Assessment**

This unit must be assessed on the job. The competencies covered by this unit would be demonstrated by an individual working individually. The assessment environment should not disadvantage the candidate

## AG01000

## Maintain Safe and Effective Working Practices

## Unit Descriptor:

This unit deals with the skills and knowledge required for maintaining health and safety and maintaining effective working relationships in all work contexts. It is also a requirement of all individuals that they are able to work effectively and efficiently with colleagues and supervisors.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

1	Maintain the safety of self and others when working	1.1	Use recommended personal protective equipment when working
		1.2	Check all equipment and tools to ensure that they are in a good working condition prior to use
		1.3	Handle and lift equipment according to industry procedures
		1.4	Use equipment, tools and materials safely according to manufacturer's instructions
		1.5	Return equipment, tools and materials to storage facility after use
		1.6	Keep work area tidy by following the organization's pre-determined clean up routine
		1.7	Contain and dispose of waste according to organizational procedures
		1.8	Work in a manner which minimises damage to the environment, self and others
2	Maintain effective working relationships	2.1	Communicate clearly and effectively with others
		2.2	Co-operate with others in accordance with required procedures
		2.3	Report problems to the appropriate personnel in a timely manner

**RANGE STATEMENT**

Personal protective equipment includes:

- coveralls/coats
- boots/closed shoes
- gloves
- helmet
- goggles

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the risks to health and safety and the measures to be taken to control those risks in your area of work
2. what personal protective gears and clothing should be used
3. what is the importance of using safe lifting techniques
4. what are the correct and safe ways to use materials, tools and equipment required for your work
5. what are the safe areas for storage of equipment, tools and materials
6. what are the safe disposal methods for waste
7. how to minimize environmental damage during work
8. how to deal with minor disruptions at work
9. why effective working relationships are important and how to work effectively with others
10. what are the reasons why effective communication is important
11. what are the limits of responsibility in the workplace

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include the ability to:

- follow all safety regulations when working
- check all tools and equipment to ensure they are in good working condition
- use/operate tools, equipment and materials according to manufacturer's instructions
- store tools, equipment and materials according to organizational procedures
- perform all tasks according to organizational procedures
- dispose of waste according to organizational procedures
- report, communicate and cooperate with others according to organizational procedures

### (2) Method of Assessment

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

### (3) Context of Assessment

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



## AGGCOR0101A: Carry out measurement and calculations

### Competency Descriptor:

This unit deals with the skills and knowledge required to perform related calculations and applies to all individuals working in the agriculture industry.

Competency Field: Agriculture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Apply the four basic rules of calculation	1.1 Simple calculations are correctly performed using the four basic arithmetic rules- addition, subtraction, multiplication and division.
	1.2 An understanding of the concept of angles is correctly demonstrated.
	1.3 Simple calculation involving time, volume and length are correctly calculated.
2. Perform basic calculations involving fractions and decimals	2.1 Simple calculations are performed involving fractions and decimals.
3. Perform basic calculations involving percentages	3.1 Simple calculations involving profit and loss and discounts are correctly performed.
4. Perform basic calculations involving proportions	4.1 Simple calculations involving ratios are correctly performed.
5. Use measurement instruments	5.1 Measurement taken to 100 % accuracy.
	5.2 Used measurement instruments according to manufacturer's/supervisor's instructions
	5.3 Observed indicator lines and/or manufacturer's and supervisor's instructions when using pre-measured products.





## RANGE STATEMENT

Calculations may be mental/using pen and paper/calculator/cash register. All problems should have appropriate applications to the agriculture industry and relate to the normal operation in this environment.

Calculations may include:

- ratio and proportion
- percentages – profit and loss, discounts
- fractions and decimals
- addition and subtraction eg. stock count
- time intervals

## EVIDENCE GUIDE

Competency is to be demonstrated by individual computations in accordance with the performance criteria and as related to the work environment.

### (1) Critical Aspects of Evidence

This unit could be assessed alone or in conjunction with any other units addressing the safety, materials handling, recording and reporting; associated with the computations being performed or other units requiring the exercise of the skills and knowledge covered by this unit.

During assessment the individual will:

- take responsibility for the quality of their own work
- perform computations in accordance with standard principles
- perform computations accurately
- use accepted mathematical procedures, practices, processes and workplace procedures

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- numbers and basic arithmetic operations
- percentages
- fractions and decimals
- ratio and proportion
- costing
- interpretation of measurement and calculations
- data relative to the agriculture industry
- basic measurement of angles
- basic stock valuation

Skills

The ability to:

- measure using specified instruments
- interpret measurements and calculations
- perform work related calculations
- communicate effectively
- calculate mentally
- use calculate and/or cash register
- count stock

**(4) Resource Implications**

The candidate will be provided with:

- all tools, equipment, materials and documentation required where necessary
- any relevant workplace procedures
- any relevant product, manufacturing specifications and or prices
- any relevant codes, standards, manuals and reference materials or tables

**(5) Method of Assessment**

The candidate will be required to orally, or in writing or by any other methods of communication:

- Answer questions put by the assessor.

Assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

**(6) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit should be demonstrated by an individual working alone. The assessment environment should not disadvantage the candidate.



## 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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
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 1	
Use technology	Level 1	

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

**AGMMCH0002B: 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.
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

**Critical Aspects of Evidence (Cont'd)**

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

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.



**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 Skills**Knowledge

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.

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

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 entrepreneur's attitudes, behaviours, management competencies and experience necessary 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 explained clearly.
		1.4	The findings of research conducted on entrepreneurial ventures and successes in Jamaica 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 researched 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 puts an individual in charge of evaluating and shaping choices and initiating action that makes sense is correctly demonstrated.
		2.4	Factors which will help an entrepreneur to manage the risk and uncertainties of the future while maintaining a future orientated frame of mind are identified.
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 and problem solving techniques and principles to solve business related problems is demonstrated.



- 4 Craft an entrepreneurial strategy
- 3.3 Feedback from others for the purpose of becoming aware of blind spots/reinforcing or changing existing perceptions of both strengths and weaknesses is appropriately obtained.
  - 4.1 A profile of the past which 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 be doing is developed.
  - 4.2 The level of commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development is determined.
  - 4.3 Guidelines to obtain feedback which is solicited, honest, straightforward, and helpful but not all positive or negative and in writing to facilitate reviews are developed.
  - 4.4 Framework and process for setting goals, which demand time, self-discipline, commitment, dedication and practice are developed.
  - 4.5 Distinct steps which are involved in the goal setting process are included.
  - 4.6 Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
  - 4.7 Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
  - 4.8 Potential problems and obstacles that could prevent goals from being attained are identified.
  - 4.9 Specified action steps that are to be performed in order to accomplish goals are identified.
  - 4.10 The method by which results will be measured is indicated.
  - 4.11 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
  - 4.12 Risks in meeting goals are identified.



- 4.13 Sources of help to obtain resources are identified.
- 4.14 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 and develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concept associated to include:

- risk
- entrepreneur
- 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 themselves 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 planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning 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 problems 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 critically 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 extremely critical since experience has shown that the founder is one of the critical 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 pursuing the business concept

### (2) Pre-requisite Relationship of Units

The entrepreneur is required to develop an understanding of the requirements to achieve success as an entrepreneur.

Unit Code      Understanding the Entrepreneurial Process

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- Personal entrepreneurial profile systems
- Effective management systems: marketing; operations/productions; finance; administration; law
- Measuring feedback
- Developing a personal plan
- Developing a business plan
- Understanding of the difference between entrepreneurial culture and the management culture

#### Skills

The ability to:

- Determine barriers to entrepreneurship
- Minimize exposure to risk for being an entrepreneur
- 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 the internet and appropriate software that will enable him/her to conduct the necessary analysis with access to 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 with plans and 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"><li>• Carries out established processes</li><li>• Makes judgement of quality using given criteria</li></ul>	<ul style="list-style-type: none"><li>• Manages process</li><li>• Selects the criteria for the evaluation process</li></ul>	<ul style="list-style-type: none"><li>• Establishes principles and procedures</li><li>• Evaluates and reshapes process</li><li>• Establishes criteria for evaluation</li></ul>

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.