



# Level 1

## Occupational Standard for National Vocational Qualification Poultry Rearing



The National Training Agency  
Belmont Rd,  
St. George's  
**GRENADA**

Phone: 1 -473 -435-9092/9093  
Fax: 1-473-435-9094  
E-mail: [executive@grenadanta.gd](mailto:executive@grenadanta.gd)  
Website: [www.grenadanta.gd](http://www.grenadanta.gd)



## ACKNOWLEDGEMENT

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### Members of the Poultry Rearing Level 1 lead body.

<u>Name</u>	<u>Profession</u>	<u>Organisation</u>
Lex Mc Bain	Agriculture Science Officer	Mc Bain Farmers Enterprise
Augustine David	Feed Sales manager	Caribbean Agro Industries
Christopher Stroude	Social Worker	Her Majesty's Prisons
Derek Thomas	Poultry Officer	Ministry of Agriculture
Lloyd Panchoo	Curriculum Officer	Ministry of Education
Gabriel Clarke	Agronomist	Ministry of Agriculture
Joshua Lewis	President	Grenada Association of Poultry Producers



## **INTRODUCTION**

The Grenada National Training Agency (GNTA) as empowered by the GCTVET Act of 2009 is the agency mandated to co-ordinate, facilitate and enable the development and growth of Technical and Vocational Education and Training in Grenada, Carriacou and Petite Martinique.

The Agency through modes of training intervention intends to help in ensuring that there exists a supply of trained and skilled workers to service labour market needs and thereby contribute to higher levels of productivity in the Grenadian economy. The organisation by way of policy seeks to have developed and approved occupational standards derived from industry specifications and to guide the training, assessment and certification within the Grenada TVET System.

The Grenada Council for Technical Vocational Education and Training (GCTVET) created by an ACT of parliament in 2009 is empowered to approve standards for the award certification leading to Caribbean Vocational Qualification (CVQ's) and National Vocational Qualification (NVQ's).

The GNTA has established industry lead groups responsible for vetting standards as well as specifying and recommending standards to be approved.

## **ABOUT THIS STANDARD**

This is a National Occupational Standard that has been approved for training and certification in Grenada.

This standard was adapted and approved by the Grenada Council for Technical Vocational Education and Training (GCTVET) on 15<sup>th</sup> February 2018

There are some minor modifications made to accommodate the local context; however, the overall content of the document is unchanged.



## QUALIFICATION OVERVIEW

The NVQ Level 1 in Poultry Rearing is for individuals whose role in the Agriculture sector requires well developed behavioural competencies but whose scope for independent decision making and for bringing about change is limited. Each unit of study is accompanied by a “Hands on” completion project. Persons who attain this qualification will operate under supervision.

They are likely to be in roles where they will have to:

- Care for Chicks
- Prepare and maintain poultry house and surroundings
- Monitor poultry’s progress
- Sell products and services
- Manage poultry litter

Normally persons working at Level 1 should be able to competently carry out simple and routine work activities and to collaborate with others through groups and teams. The qualification covers competencies by providing services in Poultry Rearing Level 1 such as being able to understand and apply components of Poultry Rearing, small business management and information technology while working in a safe and hygienic manner.

Relevant occupations include:

- Farm assistant

The holders of this qualification will demonstrate a range of personal presentations and demonstrations of team work skills and literacy skills. To achieve this qualification all core units must be achieved. The nominal training hours are a guide for planning the delivery of training programmes.

Please note that certification can be gained through formal training or on the job experience by scheduling assessments with the Grenada National Training Agency (GNTA) certified assessors.

## Packaging of Competency Standards for Vocational Qualifications

### GNVQ Poultry Rearing Level 1

#### AGPR1012

Unit Code	Unit Title	Mandatory/ Elective
AG01000	Maintain Safe and Effective Working Practices	Mandatory
AG00086	Prepare and Maintain Poultry House and Surroundings	Mandatory
AG00087	Care for Chicks	Mandatory
AG00088	Provide Nutritional Requirements for Poultry	Mandatory
AG00089	Monitor Poultry's Progress	Mandatory
AGGCOR0031A	Plan and organise work	Mandatory
AGGCOR0011B	Maintain the work environment	Mandatory
AGPOL0011A	Handle eggs for the domestic market	Mandatory
AGGCOR0021A	Observe workplace health and safety requirements	Mandatory
AGGCOR0051A	Follow emergency procedures	Mandatory
AGGCOR0081A	Apply first aid	Mandatory
AGMMCH0002A	Sell products and services	Mandatory
AGGCOR0032A	Communicate in the workplace	Mandatory
AG00090	Prepare Poultry for Market	Mandatory
AG00092	Manage Poultry Litter	Mandatory

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

## 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**

Candidates must be able to:

**PERFORMANCE CRITERIA**

1	Maintain the safety of self and others when working	1.1	Use recommended personal protective equipment when working, following workplace procedures
		1.2	Check all equipment and tools to ensure that they are in a good working condition according to manufacturer's specifications
		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, according to workplace procedures
		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 when working, following workplace procedures
		2.2	Co-operate with others in accordance with required procedures
		2.3	Report problems to the appropriate personnel in a timely manner, following workplace procedures

## RANGE STATEMENT

Personal protective equipment includes:

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

## 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 a demonstrated 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
- 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, project work, supervisor's reports and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to 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.

## AG00086: Prepare and Maintain Poultry House and Surroundings

Unit Descriptor: This unit deals with the skills and knowledge required for preparing and maintaining a poultry house and surroundings. It describes the work expectations associated with preparing and maintaining the poultry house as well as maintaining the surroundings.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Prepare and maintain poultry house	1.1	Wear suitable personnel protective equipment when working, following workplace procedures
		1.2	Remove and dispose of litter from the poultry house following supervisor's instructions
		1.3	Clean and sanitize poultry house according to industry procedures
		1.4	Wash, sanitize and dry all equipment after they are removed from the poultry house, according to workplace procedures
		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, in accordance with industry procedures and regulations
		1.7	Place equipment and materials in poultry house, prior to the arrival of chicks, following workplace procedures
		1.8	Check and monitor lighting equipment to ensure that it is in good working order
		1.9	Maintain temperature of poultry house according to supervisor's instructions
2	Maintain poultry house	2.1	Remove garbage, rubble and organic matter from

surroundings

surroundings and dispose according to workplace procedures

- 2.2 Clean and maintain drains according to workplace procedures
- 2.3 Store unused equipment and materials in designated area following workplace procedures
- 2.4 Carry out activities to promote adequate airflow to poultry farm, according to supervisor's instructions
- 2.5 Report any problems to the supervisor immediately following workplace procedures

## RANGE STATEMENT

Personal protective equipment includes:

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

Clean and sanitize poultry house includes:

- flaming poultry house floor
- dusting mesh wire
- pressure washing
- use of approved chemicals

Equipment and materials include:

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

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what safety precautions are required when cleaning poultry houses
2. how to use sanitizing agents and other chemicals safely

3. what is the importance of growing poultry in a disease/pest free environment
4. how to clean and maintain the poultry house
5. what is the appropriate ratio of feeders and waterers to birds
6. what are appropriate methods of increasing airflow to the poultry house
7. what is the importance of maintaining a dust free environment when rearing poultry
8. what is the importance of lighting in poultry houses
9. how to maintain the temperature in poultry house

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- clean and sanitize poultry house according to industry procedures
- wash, sanitize and dry all equipment after they are removed from the poultry house, according to workplace procedures
- remove garbage, rubble and organic matter from surroundings and dispose according to workplace procedures
- carry out activities to promote adequate airflow to poultry farm, according to supervisor's instructions

### (2) Method of Assessment

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

### (3) Context of Assessment

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

## AG00087: Care for Chicks

### Unit Descriptor:

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

### ELEMENTS

### PERFORMANCE CRITERIA

Candidates must be able to:

- |   |                       |   |
|---|-----------------------|---|
| 1 | Prepare brooding area | <ul style="list-style-type: none"> <li>1.1 Wear suitable personal protective equipment when working, following workplace procedures</li> <li>1.2 Observe strict personal hygienic procedures and bio-security measures following industry procedures and regulations</li> <li>1.3 Place barriers to create brooding area</li> <li>1.4 Carry out activities to maintain appropriate brooding temperature following supervisor's instructions</li> <li>1.5 Place material and equipment into brooding area following supervisor's instructions</li> <li>1.6 Cove corners using appropriate material, following supervisor's instructions</li> </ul> |
| 2 | Stock brooding area   | <ul style="list-style-type: none"> <li>2.1 Place chicks in brooding area and handle according to industry procedures</li> <li>2.2 Adjust waterers according to the height of chicks in brooding area</li> <li>2.3 Maintain uniform and adequate heat in the brooding area according to supervisor's instructions</li> </ul>   |

- |   |                             |   |
|---|-----------------------------|---|
| 3 | Monitor and maintain chicks | 3.1 Observe and monitor chicks regularly, following supervisor's instructions and report problems to supervisor immediately |
|   |                             | 3.2 Remove wet litter, to prevent damp spots and compaction, following supervisor's instructions                            |
|   |                             | 3.3 Remove and dispose of dead chicks following workplace procedures  |
|   |                             | 3.4 Record feed consumption and mortality of chicks daily according to workplace procedures                                 |

## RANGE STATEMENT

Personal protective equipment includes:

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

Personal hygiene procedures include:

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

Material and equipment includes:

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

Bio-security measures include:

- use of footbath
- restricted movement of personnel

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the personal hygiene requirements when dealing with poultry
2. why should bio-security measures be implemented
3. why is it important to monitor litter regularly

4. what safety precautions are observed when working in a poultry house
5. what are the appropriate procedures for the caring of chicks
6. what temperature is appropriate for rearing chicks
7. what activities can be carried out to regulate temperature
8. what is the importance of keeping records
9. how to handle chicks
10. what is the significance of brooding
11. why is coving necessary

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- prepare brooding area for chick placement
- place chicks in brooding area ensuring that they are handled according to industry procedures
- monitor chicks regularly, following supervisor's instructions and report problems to supervisor immediately
- observe strict personal hygienic procedures and bio-security measures according to industry procedures and regulations
- record feed consumption and mortality of chicks daily according to workplace procedures

### (2) Method of Assessment

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

Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

### (3) Context of Assessment

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

## AG00088: Provide Nutritional Requirements for Poultry

### Unit Descriptor:

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

### ELEMENTS

### PERFORMANCE CRITERIA

Candidates must be able to:

- |   |                               |   |
|---|-------------------------------|---|
| 1 | Feed poultry                  | <ul style="list-style-type: none"> <li>1.1 Wear suitable personal protective equipment when working, following workplace procedures</li> <li>1.2 Select type of feed for the stage of development of poultry, following supervisor's instructions</li> <li>1.3 Provide selected feed to poultry according to workplace procedures</li> <li>1.4 Provide supplements to poultry according to supervisor's instructions</li> <li>1.5 Adjust feeders according to heights of birds</li> <li>1.6 Record the date, time and quantity of feed and supplements using prescribed record chart</li> <li>1.7 Store feed according to workplace procedures</li> </ul> |
| 2 | Provide water for poultry     | <ul style="list-style-type: none"> <li>2.1 Provide clean, cool water at all times, following workplace procedures</li> <li>2.2 Adjust waterers according to height of birds</li> </ul>  |
| 3 | Maintain feeders and waterers | <ul style="list-style-type: none"> <li>3.1 Check that feed is kept free of poultry droppings and ensure it is not damp, clumpy or mouldy</li> <li>3.2 Remove stale/contaminated feed from equipment, as required</li> <li>3.3 Clean feeders according to workplace procedures</li> </ul>  |

- 3.4 Clean waterers daily, using appropriate sanitizers, according to workplace procedures

## RANGE STATEMENT

Personal protective equipment includes:

- coveralls/coats
- boots/closed shoes
- gloves
- eye protection
- respirator
- head gear

Types of feed for broilers include:

- starter ration
- grower ration
- finisher ration
- withdrawal feed

Types of feed for layers include:

- starter ration
- grower ration
- layer ration (1 and 2)
- developer

Sanitizers include:

- chlorine for water sanitation
- detergents for washing waterers

Supplements include:

- Multivitamins
- Calcium
- Grass
- Electro lights
- Provide nutritional requirements

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the health and safety procedures for handling poultry
2. what factors affect the nutritional requirements of poultry
3. 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 sanitize waterers
9. how to clean feeders

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- select type of feed following supervisor's instructions
- provide supplements to poultry according to supervisor's instructions
- adjust waterers and feeders according to height of birds
- clean waterers using appropriate sanitizers, according to workplace procedures
- clean feeders according to workplace procedures

**(2) Method of Assessment**

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

Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

**(3) Context of Assessment**

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

## AG00089: Monitor Poultry's Progress

### Unit Descriptor:

This unit deals with the skills and knowledge required for monitoring poultry's progress. It describes the work expectations associated with weighing poultry and monitoring the health of poultry.

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Weigh poultry	1.1	Wear suitable personal protective equipment when working, following workplace procedures
		1.2	Catch and hold poultry carefully, for weighing, according to supervisor's instructions
		1.3	Weigh random sample of poultry weekly following supervisor's instructions
		1.4	Record the weight and condition of the poultry according to workplace procedures
2	Monitor the health of poultry	2.1	Observe poultry for symptoms of ill health and report to supervisor in accordance with workplace procedures
		2.2	Cull cripple and unhealthy poultry following supervisor's instructions
		2.3	Remove culled or dead poultry and dispose of safely according to supervisor's instructions
		2.4	Record culled and dead poultry according to workplace procedures
		2.5	Maintain hygienic conditions and bio-security measures at all times within the poultry house and surroundings, following established guidelines
		2.6	Report unusual levels of mortality to the supervisor immediately

## RANGE STATEMENT

Personal protective equipment includes:

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

Symptoms of ill health include:

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

Bio-security measures include:

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

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to use poultry weighing equipment
2. what are the required procedures for handling and weighing poultry
3. what is the importance of weighing poultry and how often should this be done
4. how to recognize the signs and symptoms of ill-health in poultry
5. what are the reasons for culling poultry
6. how to cull poultry
7. how to safely dispose of dead and culled poultry
8. what is the importance of bio-security and how does it affect poultry's health
9. what is the importance of recording mortality

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- catch and hold poultry correctly for weighing, according to supervisor's instructions
- weigh random sample of poultry weekly following supervisor's instructions
- cull cripple and unhealthy poultry following supervisor's instructions

- maintain hygienic conditions and bio-security measures at all times within the poultry house and surroundings, following established guidelines
- complete accurate mortality records

**(2) Method of Assessment**

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

**(3) Context of Assessment**

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

## AG00090: Prepare Poultry for Market

### Unit Descriptor:

This unit deals with the skills and knowledge required for preparing poultry for the market. It describes the work expectations associated with catching, loading and unloading birds, preparing birds for slaughter, slaughtering, scalding, de-feathering, eviscerating birds, grading, packaging and storing bird carcass.

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Catch and load birds for slaughter facility	1.1	Wear suitable personal protective equipment when working, following workplace procedures
		1.2	Identify and collect necessary tools and equipment prior to catching birds, following workplace procedures
		1.3	Remove all feeding equipment before catching birds, following workplace procedures
		1.4	Load birds for transport following workplace procedures
		1.5	Withhold feed from birds for recommended period following industry procedures
		1.6	Provide clean water for birds, during fasting period, following industry procedures
2	Unload birds and prepare for slaughter	2.1	Unload birds according to industry procedures
		2.2	Check and record delivery of birds following industry procedures
		2.3	Clean and maintain vehicle and receptacles used to transport birds following workplace procedures
		2.4	Carry out emergency segregation and slaughter procedures for birds containing abnormalities following industry procedures

- 2.5 Prepare birds for slaughter following workplace procedures
- 3 Slaughter birds
  - 3.1 Stun birds following industry procedures
  - 3.2 Slaughter birds and allow to bleed following industry procedures
  - 3.3 Clean, disinfect and store tools and equipment according to industry procedures
- 4 Scald and de-feather birds
  - 4.1 Maintain scalding at specified temperature and change water regularly following industry procedures
  - 4.2 Use de-feathering machine according to workplace procedures and manufacturer's instructions
  - 4.3 Check that the de-feathered bird carcass is free from damage
- 5 Eviscerate bird
  - 5.1 Eviscerate bird following industry procedures
  - 5.2 Wash birds following industry procedures
  - 5.3 Maintain and store tools and equipment according to workplace procedures
- 6 Grade, package and store bird carcass
  - 6.1 Grade carcass according to appearance, size and quality of meat in accordance with workplace procedures
  - 6.2 Trim carcass as required, following industry standards
  - 6.3 Determine carcass weight in accordance with workplace procedures
  - 6.4 Pack and store carcass according to industry standards and market requirements
  - 6.5 Carry out all sanitation practices according to industry procedures

## RANGE STATEMENT

Personal protective equipment includes:

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

Abnormalities include:

- stress
- sickness/disease
- injury

Equipment, tools and material include:

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

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the organization's policies and procedures regarding the preparation of poultry for the market
2. how to catch, load and unload birds
3. what are the safety measures to apply when preparing poultry for the market
4. what are the procedures for slaughtering, bleeding, scalding, de-feathering, eviscerating, washing, grading packaging and storing poultry
5. how to slaughter birds
6. what is the purpose of scalding and de-feathering birds
7. what is the importance of grading the carcass for the market

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- prepare birds for slaughtering
- catch, load and unload birds
- prepare birds for transport
- stun, slaughter, clean, dress and store bird carcass

**(2) Method of Assessment**

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

Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

**(3) Context of Assessment**

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

## AG00091

## Produce and Store Poultry Litter

## Unit Descriptor:

This unit deals with the skills and knowledge required for producing and storing poultry litter. It describes the work expectations associated with preparing storage location for poultry litter, as well as, producing and storing poultry litter.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

1	Prepare storage location for poultry litter	1.1	Use suitable personnel protective equipment when working, following workplace procedures
		1.2	Review design of litter storage facility and determine suitable location within premises, for erecting storage facility
		1.3	Select materials for construction of storage facility according to design
		1.4	Keep work area tidy by following workplace pre-determined clean up routine
2	Produce poultry litter	2.1	Select suitable material for production of poultry litter, following industry procedures
		2.2	Prepare material in accordance with industry procedures
		2.3	Keep accurate records of litter production following workplace procedures
		2.4	Remove prepared litter from production facility for bagging, following workplace procedures
		2.5	Clean tools and materials and store in designated area following workplace procedures
3	Store poultry litter	3.1	Store bags of poultry litter in accordance with workplace procedures
		3.2	Maintain records of 'bagged' litter according to workplace procedures
		3.3	Monitor storage facility for issues that may affect the quality of litter and report to supervisor following workplace

procedures

- 3.4 Take action to resolve issues in accordance with supervisor's instructions

## RANGE STATEMENT

Personal protective equipment includes:

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

Tools and materials used for constructing storage facility include, but are not limited to:

- galvanize
- blocks
- paneling material
- reinforced concrete and mortar

Material for producing litter include:

- wood
- paper
- recycled litter
- sand

Tools and material used to poultry litter include:

- bucket
- wheelbarrow
- shovel
- knapsack sprayer
- plastic sheet
- bags

Preparing material includes:

- treating with chemicals
- treating with heat
- chip
- sieve

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. why is it necessary to use personal protective equipment when working
2. what is the environmental and economic importance of poultry litter
3. what are the uses for poultry litter
4. how to determine location of storage facility
5. how to prepare storage facility for poultry litter and why is this necessary
6. what materials are used to produce poultry litter
7. how to prepare material to produce poultry litter
8. what is the importance of record keeping in the production and storage of litter
9. what are the issues that can affect quality of stored litter

## EVIDENCE GUIDE

### (1) **Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- review design of litter facility and determine location for erecting facility
- select materials for construction of facility according to design
- prepare material for producing poultry litter in accordance with industry procedures
- store poultry litter in accordance with workplace and industry procedures

### (2) **Method of Assessment**

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

### (3) **Context of Assessment**

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

## **BSBSBM0012A: Craft personal entrepreneurial strategy**

### Competency Descriptor:

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

Competency Field: Small Business Operations

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
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 Grenada are correctly identified and explained.
	1.3 The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4 The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5 Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1 Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2 Entrepreneurial characteristics identified are assessed and ranked.
	2.3 An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4 Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

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

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

## **RANGE STATEMENT**

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

Concepts associated to include:

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

Influencing factors to include:

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

The entrepreneur must be able to:

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

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

Pitfalls may include:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- Nil

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

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

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.

**AGGCOR0081A:****Apply first aid**

## Competency Descriptor:

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

Competency Field: Agriculture

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

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

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

## RANGE STATEMENT

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

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

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

Work may be conducted without supervision and guidance.

The following variables may be present for this particular unit.

First aid may include:

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

First aid equipment

May include:

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

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

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

Relevant information may include:

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

Emergency services may include support provided by:

- ambulance
- police
- fire personnel and equipment

Designated personnel may include:

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

Work involves:

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

Relevant workplace policies and procedures may include:

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

Personal protective equipment may include:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

Apply emergency response first aid.

Provide appropriate treatment to and monitor patient's condition.

Accurately report and document injuries and illnesses and treatment provided.

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

Pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

The provision of first aid including:

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

**Skills**

The ability to:

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

**(4) Resource Implications**

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

**(5) Method of Assessment**

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

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

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**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

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

**AGGCOR0032A: Communicate in the workplace**

## Competency Descriptor:

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

Competency Field: Agriculture

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

## RANGE STATEMENT

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

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

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

- Grenada Livestock Association
- Grenada Agricultural Society
- Grenada Farmers Association
- Local health regulations
- OH&S and hygiene requirements
- First Aid regulations/requirements

The unit network may include:

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

Appropriate communications may include the use of:

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

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

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

## EVIDENCE GUIDE

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

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

### (1) Critical Aspects of Evidence

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

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skills

The ability to:

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

### (4) Resource Implications

The following resources should be made available:

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

**(5) Method of Assessment**

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

Competencies in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 1	

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

**AGGCOR0051A:****Follow emergency procedures**

## Competency Descriptor:

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

Competency Field: Agriculture

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

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

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

### **RANGE STATEMENT**

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

Emergency situations may include:

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

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

- Labour laws of Grenada
- Ministry of Health (Pesticide Control Division)
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

Emergency equipment may include:

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

### **EVIDENCE GUIDE**

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

#### **(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

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

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

- AGGCOR0021A Observe workplace health and safety requirement

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

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

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

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

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.

## AGLPOL0011A: Handle eggs for the domestic market

### Competency Descriptor:

This unit deals with the skills and knowledge required to collect, check quality, grade, package, and store eggs for human consumption.

Competency Field: Agriculture - Livestock

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Collect eggs	1.1	Eggs are collected from the farm areas according to the requirements of the farm using equipment and machinery provided.
		1.2	Egg cleaning, identification, handling, grading and packing procedures are carried out according to industry requirements.
		1.3	Records of all collections are completed accurately.
2.	Wash eggs	2.1	Prepare items needed for washing eggs.
		2.2	Washing liquids are prepared and tested for activity during use.
		2.3	Eggs are washed according to enterprise and industry policy.
3.	Measure and check egg quality	3.1	Eggs are observed for shell quality, shape and any abnormalities, which will affect their end use.
		3.2	Eggs are candled and sorted according to industry requirements.
4.	Grade eggs	4.1	Eggs are graded into appropriate weight and quality.
		4.2	Dirty, cracked or weak-shelled eggs removed and reported to supervisor.
		4.3	Grading records are completed.
5.	Pack eggs	5.1	Eggs are placed in correct trays or cartons with "best before" date calculated and stamped on the package.
		5.2	Cartons are assembled, packed, sealed and labelled.

6.	Store eggs.	6.1	Cool room and equipment are cleaned, sanitised, and checked for efficient operation.
		6.2	Eggs are stored as instructed with regard to position, temperature, humidity and period of storage according to industry standards.
		6.3	Egg stock is recorded and reported to the unit manager.
		6.4	Complete egg transfer to storage area in order of age, grade or dispatch.
7	Clean and disinfect equipment	7.1	Egg handling area is washed out and disinfected. All machines and equipment are flushed and sanitised after use.
		7.2	Facility is maintained to prevent harbouring of micro-organisms which could contaminate eggs.

## RANGE STATEMENT

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

- Grenada Livestock Association e.g. Goat Farmers Association(St. Patrick's)
- Pearls Dairy and Cattle Association(St. Andrew's)
- Grenada Poultry Association (St. Andrew's)
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Quality monitoring of eggs may include:

- grade, date and age of egg
- quantity
- eggs are dry
- donor flock source
- accuracy of documentation

Egg grading standards:

- may be set by the customers
- may include a requirement for candling

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

- policies and procedures of preparing eggs for the market
- monitoring the quality of eggs

Egg storage includes factors:

- humidity
- temperature
- egg age

Animals may include:

- layer birds

Maintaining structural hygiene applies to areas where eggs are washed or further processed, and this includes:

- clean walls
- doors
- roofs
- lights
- dust removed from high areas
- lights dusted
- all areas with water drained
- wall/floor junctions sealed to prevent entry of micro-organisms

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

- safe bird handling systems
- systems and procedures to protect from gases and organic dusts
- systems and procedures for the safe operation and maintenance of machinery and equipment
- safe system and procedures for storage

Equipment, facility and material may include:

- egg baskets/flats
- sanitizer
- mechanical egg washer
- sponge
- storage room and dark room
- nest box
- laying birds
- candler
- egg scale
- refrigerator

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare eggs for market. Emphasis should be placed on collecting, cleaning, packing, and storing eggs. Eggs with optimal hygiene and egg age are received.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently

- collect and clean eggs
  - determine egg quality
  - grade and label eggs
  - pack and store eggs according to industry specifications
  - safe manual handling systems and procedures to protect from electrical hazards
  - consistently follow supervisor's instructions
  - report and record within established routines
-

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

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

- AGGCOR0021A     Observe workplace health and safety requirement
- AGGCOR0041A     Use hazardous substances safely
- AGGCOR0031A     Plan and organize work

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

Knowledge of:

- the need to maximise hygiene practices
- egg hygiene
- storage equipment maintenance
- hygiene in egg cool rooms
- importance of temperature and humidity with egg storage
- collecting and cleaning eggs
- determine the quality of the eggs
- procedures for grading, packing, labeling and storing eggs
- structure of the egg
- abnormalities in eggs
- manual handling procedures for electrical equipment
- procedures for calculating, ratio and proportion and percentages
- simple arithmetic
- time management skills
- verbal and non verbal communication skills
- OHS regulations and procedures
- First aid procedures
- records and record keeping
- poultry behaviour
- candling of eggs
- disposal of eggs that are below standard

Skills

The ability to:

- collect and clean eggs
  - collect floor egg percentage data
  - adjust cool room temperatures
  - grade and pack eggs
  - store eggs
  - pack eggs for transport
  - calculate ratio and proportion and percentages
  - apply time management skills
  - apply verbal and non verbal communication skills
  - apply OHS regulations and procedures
  - apply First aid procedures
  - candle eggs
-

**(4) Resource Implications**

The following resources should be made available:

- laying birds, eggs
- candling equipment
- refrigerator/cool room
- collecting buckets

**(4) Method of Assessment**

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task and questioning related to the underpinning knowledge.

Competencies in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job dealing with a range of tasks related to collecting and preparing eggs for the domestic market

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.

**AGGCOR0011B: Maintain the work environment**

## Competency Descriptor:

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

Competency Field: Agriculture

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

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

### RANGE STATEMENT

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

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

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

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

- Labour laws of Grenada
- Ministry of Health (Pesticide Control Division)
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

Tools and equipment may include:

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

Structures may include:

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

Dangers may include:

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

Planted areas may include:

- display beds, treed areas, shrubberies

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skills

The ability to:

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

### (4) Resource Implications

- on the job agriculture work place environment

### (5) Method of Assessment

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

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

**(6) Context of Assessment**

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

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.

**AGGCOR0021A: Observe workplace health and safety requirement**

## Competency Descriptor:

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

Competency Field: Agriculture

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

**RANGE STATEMENT**

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

This unit of competency should be demonstrated:

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

Hazardous manual handling tasks include:

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

Protective clothing or equipment is required for:

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

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

- Labour laws of Grenada
- Ministry of Health (Pesticide Control Division)
- Occupational Health & Safety (OHS)
- Hygiene requirements
- First Aid regulations/requirements

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

Hazards in the workplace include:

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

Risk to bystanders include:

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

Workplace procedures will include:

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

Workers may include:

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

OHS emergencies in the workplace may include:

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

Other individuals may include:

- people visiting the workplace

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- Nil
-

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

**(4) Method of Assessment**

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

Competencies in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

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

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

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.

**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 Grenada.
- Ministry of Health (Pesticide Control Division)
- 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.

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.

**AGMMCH0002A: Sell products and services****Competency Descriptor:**

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

Competency Field: Agriculture/Retail Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

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

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

### RANGE STATEMENT

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

Routine customer questions about merchandise may include:

- price
- price reductions
- quality
- usage

**EVIDENCE GUIDE**

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

**(1) Critical Aspects of Evidence**

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

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

- Nil

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

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

A real or simulated retail environment.

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

Relevant documentation, such as:

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

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

Product labels and sources of product information.

**(5) Method of Assessment**

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

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

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

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

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

**(6) Context of Assessment**

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

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the GCTVET 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.