

3 Teaching Programs

3.1 An Integrated Approach to Programming – Using a Theme

An integrated approach to programming using a theme or other focus can provide a holistic approach to teaching and assessing a number of units of competency.

Units that relate to a particular aspect of the ICT industry could be grouped together, for example:

- communication in the workplace
- provide advice to customers.

Programs could be developed using a theme such as:

- computer hardware
- operating systems
- computing packages.

Sample Program Safety in the workplace

Rationale: This theme is intended to provide the opportunity for students to develop knowledge and skills required to apply occupational health and safety requirements to daily workplace operations in an information technology environment.

Units of competency: BSBCM106A Follow workplace safety procedures
 ICAU3004A Apply occupational health and safety procedures
 ICAU1128A Operate a personal computer

HSC Requirements and Advice – Key terms and concepts:

Apply occupational health and safety procedures	
<ul style="list-style-type: none"> • appropriate person/s • consultation • correct manual handling techniques • cost of workplace injury • design, awareness and training • emergency procedures • emergency situations • employer and employee responsibilities • ergonomic requirements • ergonomic solutions • evacuation plan • hazard • hierarchy of risk control measures • legislation, regulations and codes of practice • monitoring • occupational health and safety (OHS) • <i>Occupational Health and Safety Act 2000 (NSW)</i> • <i>Occupational Health and Safety Regulations 2001(NSW)</i> • OHS policies, procedures and practices • OHS representative/committee • OHS standards 	<ul style="list-style-type: none"> • participation • person/s responsible for OHS • recording and reporting • review and assess (OHS audit) workplace and workstation • risk management • safe work practices • safety signs and symbols • seeking assistance • sources of information • weight limits • work environment • work station • WorkCover NSW • working with electricity • workplace documentation and reports.

Assessment:

Unit/element of competency	Possible assessment strategy
<p><i>ICAUI128A Operate a personal computer</i></p> <ol style="list-style-type: none"> 1 Start the computer 2 Access basic system information 3 Navigate and manipulate desktop environment 4 Organise basic directory/folder structure and files 5 Organise files for user and/or organisation requirements 6 Print information 7 Shut down computer 	<p>Task 1 <i>Training guide – Beginners guide to using a computer</i></p> <p>Students create a do-it-yourself training guide for beginners to learn the basic fundamentals of how to operate a personal computer. Students will be required to select and use appropriate software and include activities, graphics and appropriate formatting where relevant.</p> <p>The training guide should cover the following areas:</p> <ul style="list-style-type: none"> • preparing the computer for use <ul style="list-style-type: none"> – checking peripheral devices – turn on at power point and system unit • logging on to systems <ul style="list-style-type: none"> – individual computers – networks • accessing system information <ul style="list-style-type: none"> – hardware – software • desktop environment <ul style="list-style-type: none"> – desktop icons – application windows • on-line help • directories and subdirectories <ul style="list-style-type: none"> – creating, naming and moving – properties (eg read-only, hidden) – access • files <ul style="list-style-type: none"> – search via system browser – select, open, rename and move – copy and delete – restoring deleted files – erasing and formatting disks • printers <ul style="list-style-type: none"> – add printer and set as default – progress of print jobs • shut down procedures.

Unit/element of competency	Possible assessment strategy
<p><i>ICAUI128A Operate a personal computer</i></p> <ol style="list-style-type: none"> 1 Start the computer 2 Access basic system information 3 Navigate and manipulate desktop environment 4 Organise basic directory/folder structure and files 5 Organise files for user and/or organisation requirements 6 Print information 7 Shut down computer 	<p>Task 2 <i>Hardware and software report</i></p> <p>Students will operate a personal computer to access the system information. As a part of the assessment they will demonstrate their skills in word processing, organising files and folders and directories, saving and printing.</p> <p>Information to be identified and reported:</p> <ul style="list-style-type: none"> • operating system <ul style="list-style-type: none"> - system version - licence details • software applications. <p>Students will create a number of directories and subdirectories saved to the home drive and to disk. Students will be required to submit their report in electronic and hardcopy format and provide the file pathname for the electronic version.</p>
<p><i>BSBCMNI06A Follow workplace safety procedures</i></p> <ol style="list-style-type: none"> 1 Follow workplace safety procedures 2 Contribute to occupational health and safety in the workplace <p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <ol style="list-style-type: none"> 1 Determine OH&S issues relating to immediate work environment 2 Document and disseminate OH&S requirements 3 Provide basic ergonomic advice <p><i>ICAUI128A Operate a personal computer</i></p> <ol style="list-style-type: none"> 1 Start the computer 3 Navigate and manipulate desktop environment 4 Organise basic directory/folder structure and files 5 Organise files for user and/or organisation requirements 6 Print information 7 Shut down computer 	<p>Task 3 <i>OHS advice for an organisation</i></p> <p>Students are given a case study of an organisation that is opening a regional office where staff will spend extended periods of time working at computer workstations. The company is employing each student as an OHS specialist to provide advice and recommendations about the working environment.</p> <p>Students are to produce a word processed document that includes the following information:</p> <ul style="list-style-type: none"> • overview of the relevant OHS legislation • OHS responsibilities of the employer and employees • potential workplace hazards and policies/procedures that can be implemented to minimise risk • basic ergonomic requirements of employees • emergency situation procedures • the establishment and role of an OHS committee.

Unit/element of competency	Possible assessment strategy
<p><i>BSBCMNI06A Follow workplace safety procedures</i></p> <p>1 Follow workplace safety procedures</p> <p>1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according the workplace procedures</p> <p>2 Contribute to occupational health and safety in the workplace</p> <p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>2 Document and disseminate OH&S requirements</p> <p>3 Provide basic ergonomic advice</p>	<p>Task 4 IT workplace safety audit</p> <p>Students perform an OHS audit of:</p> <ul style="list-style-type: none"> • school office/IT environment or a workplace • an individual workstation using the teacher as the client. <p>The audit should assess:</p> <ul style="list-style-type: none"> • OHS standards • environmental and ergonomic requirements • safety in relation to working with electricity. <p>Students produce a written report outlining their findings and proposing and justifying recommendations of revised policies and procedures and a suitable workstation including costing from a suitable supplier.</p>

Assessment checklist:

Unit/Element of Competency	Task 1	Task 2	Task 3	Task 4
ICAU1128A Operate a personal computer				
<i>1 Start the computer</i>				
1.1 Check peripheral device connections for correct position	✓	✓	✓	
1.2 Switch on power at both the power point and computer	✓	✓	✓	
<i>2 Access basic system information</i>				
2.1 Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens	✓	✓		
2.2 Navigate through the operating system to access system information to identify system configuration and application versions in operation	✓	✓		
2.3 Use on line help functions as required	✓	✓		
<i>3 Navigate and manipulate desktop environment</i>				
3.1 Create and customise desktop icons	✓	✓	✓	
3.2 Select, open and close desktop icons to access application programs	✓	✓	✓	
3.3 Manipulate application windows and return desktop to original condition	✓	✓	✓	
<i>4 Organise basic directory/folder structure and files</i>				
4.1 Create and name directories and subdirectories	✓	✓	✓	
4.2 Identify attributes of directories	✓	✓	✓	
4.3 Move subdirectories between directories	✓	✓	✓	
4.4 Rename directories as required	✓	✓	✓	
4.5 Access directories and subdirectories via different paths	✓	✓	✓	
<i>5 Organise files for user and/or organisation requirements</i>				
5.1 Use system browser to search drives for specific files	✓	✓	✓	
5.2 Access the most commonly used types of files in the directories	✓	✓	✓	
5.3 Select, open and rename groups of files as required	✓	✓	✓	
5.4 Move files between directories	✓	✓	✓	
5.5 Copy files to disk	✓	✓	✓	
5.6 Restore deleted files as necessary	✓	✓	✓	

Unit/Element of Competency	Task 1	Task 2	Task 3	Task 4
5.7 Erase and format disks as necessary	✓	✓	✓	
6 Print information				
6.1 Add a printer if required and ensure correct printer settings	✓	✓	✓	
6.2 Change the default printer if appropriate	✓	✓	✓	
6.3 Print information from an installed printer	✓	✓	✓	
6.4 View and delete progress of print jobs as required	✓	✓	✓	
7 Shut down computer				
7.1 Save any work to be retained and close all open application programs correctly	✓	✓	✓	
7.2 Shut down computer correctly	✓	✓	✓	
ICAU3004A Apply occupational health and safety procedures				
1 Determine OH&S issues relating to immediate work environment				
1.1 Identify person responsible for OH&S standards in the subject workplace			✓	
1.2 Identify OH&S standards that apply to the workplace			✓	✓
1.3 Review and assess workplace according to OH&S standards and record findings			✓	✓
1.4 Report issues or problems with the workplace to the appropriate person			✓	✓
2 Document and disseminate OH&S requirements				
2.1 Determine and document the OH&S standards impact upon the subject workplace			✓	✓
2.2 Submit documentation to appropriate person for verification			✓	✓
2.3 Update or reissue OH&S documents relating to IT as required			✓	
3 Provide basic ergonomic advice				
3.1 Assess basic ergonomic requirements of people in the workplace			✓	✓
3.2 Document the ergonomic advice for client based on vendor requirements, workplace policies and OH&S standards			✓	✓
3.3 Submit advice to the appropriate person for verification			✓	✓
BSBCM106A Follow workplace safety procedures				
1 Follow workplace safety procedures				
1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according the workplace procedures			✓	✓

Unit/Element of Competency	Task 1	Task 2	Task 3	Task 4
1.2 Workplace procedures and work instruction for own area of responsibility, for assessing and controlling risks are followed accurately while under supervision			✓	
1.3 Workplace procedures for dealing with incidents (accidents), fire and other emergencies are followed under direct supervision, whenever necessary within the scope of responsibilities and competencies			✓	
<i>2 Contribute to occupational health and safety in the workplace</i>				
2.1 Occupational Health and Safety issues are raised with appropriate people in accordance with workplace procedures and relevant Occupational Health and Safety legislation			✓	✓
2.2 Contributions to participative arrangements for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies			✓	✓

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>ICAU1128A Operate a personal computer</i></p> <p>1 Start the computer</p> <p>1.1 Check peripheral device connections for correct position</p> <p>1.2 Switch on power at both the power point and computer</p> <p>2 Access basic system information</p> <p>2.1 Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens</p> <p>2.2 Navigate through the operating system to access system information to identify system configuration and application versions in operation</p> <p>2.3 Use on-line help functions as required</p> <p>3 Navigate and manipulate desktop environment</p> <p>3.1 Create and customise desktop icons</p> <p>3.2 Select, open and close desktop icons to access application programs</p> <p>3.3 Manipulate application windows and return desktop to original condition</p> <p>4 Organise basic directory/folder structure and files</p> <p>4.1 Create and name directories and subdirectories</p> <p>4.2 Identify attributes of directories</p> <p>4.3 Move subdirectories between directories</p> <p>4.4 Rename directories as required</p> <p>4.5 Access directories and subdirectories via different paths</p> <p>5 Organise files for user and/or organisation requirements</p>	<p>Introduction to IT - Basic computer operation</p> <p>Parts of a computer:</p> <ul style="list-style-type: none"> • hardware components • peripheral devices <p>Awareness of a range of operating systems and application programs.</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> • start-up and shutdown procedures • network log-on and log-off <p>Students create a basic map of the hardware for their computer.</p> <p>In small groups brainstorm the following and report back to the class:</p> <ul style="list-style-type: none"> • common input and output devices found in the workplace • peripheral hardware and its appropriate application including: <ul style="list-style-type: none"> - printers of various types - types of VDU (CRT, LCD, projector etc) • interfaces and connections found on the computer <p>Discuss role of an operating system (OS) and the difference between an OS and application software</p> <p>Link to Task 2 – list the application programs available on the school/ college workstations.</p> <p>Conduct internet research on the following OS:</p> <ul style="list-style-type: none"> • Windows XP • Mac OS X • Linux. <p>For each identify:</p> <ul style="list-style-type: none"> • the developer • the platform • a range of features unique to each.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>5.1 Use system browser to search drives for specific files</p> <p>5.2 Access the most commonly used types of files in the directories</p> <p>5.3 Select, open and rename groups of files as required</p> <p>5.4 Move files between directories</p> <p>5.5 Copy files to disk</p> <p>5.6 Restore deleted files as necessary</p> <p>5.7 Erase and format disks as necessary</p> <p>6 Print information</p> <p>6.1 Add a printer if required and ensure correct printer settings</p> <p>6.2 Change the default printer if appropriate</p> <p>6.3 Print information from an installed printer</p> <p>6.4 View and delete progress of print jobs as required</p> <p>7 Shut down computer</p> <p>7.1 Save any work to be retained and close all open application programs correctly</p> <p>7.2 Shut down computer correctly</p>	<p>Operating a personal computer:</p> <ul style="list-style-type: none"> • start up and shut down • access system <ul style="list-style-type: none"> - network log in - system information (hardware and software) - on-line help functions • access application programs <ul style="list-style-type: none"> - create and use desktop icons - manipulate icons - open and close applications • use directories/folders <ul style="list-style-type: none"> - create, name and rename - identify attributes - move - access via different paths • use files <ul style="list-style-type: none"> - search for files using system browser - commonly used files - select, open and rename groups of files - move files - copy files - restore deleted files - erase and format disks - save files • print <ul style="list-style-type: none"> - use/adjust printer settings - add a printer - set default printer - print jobs - view and delete print jobs 	<p>Investigate the following computer settings, identifying the function of each:</p> <ul style="list-style-type: none"> • available printers (default printers) <ul style="list-style-type: none"> - printer settings - print queue • network resources <ul style="list-style-type: none"> - servers - home directories - directory structure • display controls and screensavers. <p><i>On a 'locked down' computer network some elements of this activity may be best done as a demonstration.</i></p> <p>Discuss acceptable conventions for:</p> <ul style="list-style-type: none"> • use of directories and subdirectories • naming files • version control • placement of student name, date and version in footers <p>Link to Tasks 1 and 2.</p>
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.1 Identify person responsible for OH&S standards in the subject workplace</p>	<p>Safety in the workplace</p> <p>Cost of workplace injury:</p> <ul style="list-style-type: none"> • human • social • economic • organisational. 	<p>Class discussion about the concept of workplace health and safety.</p> <p>Develop a portfolio of newspaper articles on injuries in the office environment.</p>

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	<p>An understanding of how the objectives of occupational health and safety (OHS) – to increase productivity, safety and comfort – can be met through the use of:</p> <ul style="list-style-type: none"> • design • awareness • training. <p>Sources of information regarding OHS in the workplace:</p> <ul style="list-style-type: none"> • organisation/company policies and procedures <ul style="list-style-type: none"> - safety/emergency/incident plan - Australian Standards - training manuals - operator’s manuals • WorkCover NSW and National Occupational Health and Safety Commission (NOHSC) publications/safety alerts • legislation/regulations/codes of practice • manufacturer’s specifications. 	<p>Internet research – obtain statistical data on workplace injuries in information communication technology workplaces on a national or state level. Present the results in a graph or table.</p> <p>Discuss the costs of workplace injury to the employer and employee and write a newspaper article to inform the community of these costs.</p> <p>Define the term ‘occupational health and safety’.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • the purpose of OHS and its importance <ul style="list-style-type: none"> - employees perspective - employers perspective • who is responsible for workplace safety. <p>Group work – each group is to select an area (design, awareness or training) and identify how their area can meet the objectives of OHS. Create a handout and report back to the class.</p> <p>Compile a list of a range of sources of information on workplace safety – for each source identify its origin and summarise the type of information that can be accessed.</p>
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to</p>	<p>OHS Legislation</p> <p>A basic awareness of the differences between:</p> <ul style="list-style-type: none"> • an act 	<p>Develop a glossary of the terms listed.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>immediate work environment</p> <p>1.1 Identify person responsible for OH&S standards in the subject workplace</p>	<ul style="list-style-type: none"> • a regulation • codes of practice • standards. <p>A basic understanding of OHS legislation and codes of practice:</p> <ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulations 2001</i> (NSW) • <i>Workers Compensation Act 1987</i> (NSW) and amendments • <i>Workplace Injury Management and Workers Compensation Act 1998</i> (NSW) • Codes of practice (WorkCover NSW) <ul style="list-style-type: none"> - OHS Consultation - Risk Assessment. <p>An awareness of employer responsibilities under the OHS Act:</p> <ul style="list-style-type: none"> • maintaining places of work under their control in a safe condition, and ensuring safe entrances and exits • making arrangements to ensure the safe handling, storage and transport of plant and substances • providing and maintaining systems of work and work environments that are safe and without risks to health • providing information, instruction, training and supervision necessary to ensure the health and safety of employees • providing adequate facilities for the welfare of employees • must not require employees to pay for anything done or provided to meet the requirements of the Act or Regulation • must consult with employees about OHS matters to enable them to contribute to decisions affecting their health, safety and welfare • must ensure the health and safety of visitors or people 	<p>Discuss the purposes of OHS legislation and summarise key points of the legislation as it applies to the information and communications technology (ICT) industry.</p> <p>Internet research activity – create a table outlining the following information for the legislation listed:</p> <ul style="list-style-type: none"> • website address where each can be accessed • a brief outline of what each of the acts or regulations covers • the employer’s responsibilities under the acts • the employee’s responsibility under the acts. <p>Role-play scenarios of good/poor OHS, highlighting employer/employee responsibilities.</p> <p>Discuss consequences of both employers and employees, as groups and individually, not taking responsibility for OHS in the workplace</p> <p>Link to Task 3.</p>

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	<p>working who are not employees.</p> <p>An awareness of employee responsibilities under the OHS Act:</p> <ul style="list-style-type: none"> • employees must take reasonable care of the health and safety of themselves and others • employees must cooperate with employers in their efforts to comply with occupational health and safety requirements • employees must not interfere with or misuse things provided for the health, safety or welfare of persons at work • employees must not obstruct attempts to give aid or attempts to prevent serious risk to the health and safety of a person at work • employees must not refuse a reasonable request to assist in giving aid or preventing a risk to health and safety • employees must not disrupt workplace by creating false health or safety fears. 	
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.1 Identify person responsible for OH&S standards in the subject workplace</p> <p><i>BSBCMNI06A Follow workplace safety procedures</i></p> <p>2 Contribute to occupational health and safety in the workplace</p> <p>2.1 Occupational health and safety issues are raised with appropriate people in accordance with workplace procedures and relevant occupational health and safety legislation</p>	<p>Key bodies in OHS</p> <p>The concept of ‘participation’ and ‘consultation’ as it relates to workplace safety and employee rights and responsibilities.</p> <p>An acknowledgement that OHS is everyone’s responsibility in the workplace.</p> <p>An understanding of the election/formation, roles and responsibilities of the OHS representatives or committee in the workplace.</p>	<p>Class discussion about the concept of participation and its relationship to the rights and responsibilities of employers and employees under the OHS Act.</p> <p>Class debate – only employers are responsible for OHS in the workplace.</p> <p>Look at the requirements for an OHS committee including:</p> <ul style="list-style-type: none"> • legal requirements • representative composition • key groups involved • key responsibilities.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>2.2 Contribute to participative arrangements for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies</p>	<p>A basic understanding of the roles and functions of key bodies involved in OHS:</p> <ul style="list-style-type: none"> • WorkCover NSW • NOHSC • local councils • unions • professional associations. 	<p>Link to Task 3.</p> <p>Guest speaker – chair of the school OHS committee to discuss</p> <ul style="list-style-type: none"> • how the committee is formed/elected and its composition • training • roles and responsibilities • benefits of having an OHS committee to employers and employees • concept of participation and consultation. <p>Form a hypothetical OHS committee and conduct a mock OHS of the school office and IT facilities.</p> <p>Visit the websites of listed organisations to identify their main role and function as it relates to the information and communication technology industry.</p>
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.2 Identify OH&S standards that apply to the workplace</p> <p>3 Provide basic ergonomic advice</p> <p>3.1 Assess basic ergonomic requirements of people in the workplace</p>	<p>Safe work practices</p> <p>Safe work practices:</p> <ul style="list-style-type: none"> • OHS induction training (general, work activity and location specific) • selection of appropriate tools for the task • correct use, maintenance and storage of tools, equipment and machinery • correct handling, application, transport and storage of materials. • safe posture (sitting, standing, bending and lifting) • correct manual handling (lifting and transferring) • correct use of fire fighting equipment: 	<p>Students to complete one of the following online activities providing them with a broad overview of workplace health and safety.</p> <ul style="list-style-type: none"> • ‘Get Certified’ WorkCover Corporation SA http://203.147.152.242/safeworksa/EducationAndTraining/GamesAndTests/GetCertified/instructions.htm • Safety Sense (Workcover QLD, Office section is good) www.whs.qld.gov.au/safetysense/index.htm • HSC Online (OH&S) http://hsc.csu.edu.au/info_tech/core/apply_ohs/icaitu004b/ICAITU004B.html

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> - fire blanket - fire extinguishers • hazard identification and risk control • basic first aid training and access to first aid kits • procedures to follow in the event of an emergency • effective communication and teamwork • adherence to work instructions, organisation/company policy and standard operating procedures • housekeeping/clean-up procedures with due consideration to OHS and the environment. <p>An awareness of legal requirements for weight limits.</p> <p>Knowledge of correct manual handling techniques when:</p> <ul style="list-style-type: none"> • moving • lifting/carrying • using hand tools • loading/unloading • working at heights • bending and twisting • using mechanical aids • undertaking repetitious tasks. <p>Selection and use of standard safety signs and symbols common to an information technology work environment:</p> <ul style="list-style-type: none"> • legislative requirements • meaning of shape and colour • appropriate placement and positioning. 	<p>Brainstorm a list of work practices to promote a safe and healthy office environment.</p> <p>Review issues associate with office practice that may pose OHS in the workplace:</p> <ul style="list-style-type: none"> • rest breaks • exercise • facilities • noise • bullying and harassment • manual handling. <p>In pairs select one element and produce a brief presentation to be shared with the class.</p> <p>Review the ‘National Code of Practice: Manual Handling’ and identify weight limits.</p> <p>Discuss the importance of correct manual handling techniques and the consequences of incorrect manual handling.</p> <p>Students visit the WorkCover NSW Safety Zone website http://workcover.cadre.com.au/index_1st.html , and explore this interactive website viewing the moving and handling section.</p> <p>Students prepare a manual handling checklist that may be used to evaluate each other’s manual handling technique.</p> <p>Demonstrate correct manual handling techniques.</p> <p>Review a range of signs used in the workplace and identify their meaning.</p> <p>Explore the website www.seton.com.au (a safety equipment manufacturer) and identify a range of standard safety signs appropriate to hazards in an IT environment.</p>

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	<p>Identification of safety requirements when working with electricity:</p> <ul style="list-style-type: none"> • general electrical safety • proper position/placement of cables/leads • storage of excess cables/leads • cables/leads in good working condition • safety/lockout tagging as appropriate. 	<p>Identify hazards specific to working with electricity.</p> <p>Review the electrical safety section for tagging requirements on the WorkCover website www.workcover.nsw.gov.au/FAQs/Industry/Electrical/default.htm</p> <p>Identify common cabling and placement problems.</p>
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>3 Provide basic ergonomic advice</p> <p>3.1 Assess basic ergonomic requirements of people in the workplace</p> <p>3.2 Document the ergonomic advice for client based on vendor requirements, workplace policies and OH&S standards</p> <p>3.3 Submit advice to the appropriate person for verification</p>	<p>Ergonomics</p> <p>Identification of environmental and ergonomic requirements of a workstation:</p> <ul style="list-style-type: none"> • environmental factors <ul style="list-style-type: none"> - lighting - noise - ventilation • ergonomic <ul style="list-style-type: none"> - furniture <ul style="list-style-type: none"> ▪ desk ▪ chair ▪ footrest ▪ arm rest - equipment <ul style="list-style-type: none"> ▪ monitor ▪ keyboard ▪ mouse ▪ document holder - behavioural <ul style="list-style-type: none"> ▪ posture ▪ exercise ▪ time for break. <p>Knowledge and application of basic ergonomic solutions relating to products and people/production interaction to reduce potential harm to a user when performing computer-related tasks.</p>	<p>Define the term ergonomics.</p> <p>Identify a range of environmental and ergonomic factors as listed.</p> <p>In small groups select one of the following areas, identify ergonomic risks and solutions and present a summary of the findings to the class:</p> <ul style="list-style-type: none"> • environmental factors • furniture • selection and placement of equipment • office procedures (behavioural factors). <p>Link to Task 4.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.3 Review and assess workplace according to OH&S standards and record findings</p> <p><i>BSBCMNI06A Follow workplace safety procedures</i></p> <p>1 Follow workplace safety procedures</p> <p>1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according to workplace procedures</p> <p>1.2 Workplace procedures and work instructions for own area of responsibility, for assessing and controlling risks are followed accurately while under direct supervision</p>	<p>Hazard identification and risk management</p> <p>A definition of:</p> <ul style="list-style-type: none"> • hazard. <p>A basic understanding of risk management:</p> <ul style="list-style-type: none"> • identify hazards • assess associated risks • use appropriate control measures to eliminate or minimise risks • monitor and review the control measures. <p>Identification of potential hazards to:</p> <ul style="list-style-type: none"> • self • visitors • colleagues • the general public. <p>A range of hazards:</p> <ul style="list-style-type: none"> • tools and equipment <ul style="list-style-type: none"> - operation - maintenance • manual handling • materials in use • work processes/practices • work environment <ul style="list-style-type: none"> - poor/inadequate lighting - inadequate amenities - lack of storage and/or shelving - poor housekeeping - wet or slippery floors - exposed cables, extension leads and wires - damaged carpets - falling objects - noise 	<p>Define risk and hazard.</p> <p>Class discussion on the concept of risk management.</p> <p>Access the WorkCover NSW site. Review the section on managing safety risks and create a brochure informing the community about risk management. www.workcover.nsw.gov.au/OHS/ManagingSafetyRisks/default.htm</p> <p>Brainstorm who may be at risk of hazards in an IT environment.</p> <p>Brainstorm some common hazards in the IT workplace environment. Create a mind map of the range of hazards identified.</p> <p>Internet activity – explore the ‘virtual office’ interactive activity on hazard identification in the IT work on the Worksafe, South Australia website www.safework.sa.gov.au/contentPages/EducationAndTraining/GamesAndTests/VirtualOffice/vofficeframe.htm</p> <p>Identify potential hazards associated with a range of hardware:</p> <ul style="list-style-type: none"> • monitors • CPU • printers • computer cabling (condition and placement) • carpet and flooring

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	<ul style="list-style-type: none"> - vibration - poor ventilation • working <ul style="list-style-type: none"> - alone - with electricity - in confined spaces • human factors <ul style="list-style-type: none"> - stress - violence/bullying - playing practical jokes - fatigue - failure to follow procedures - lack of training or experience - carelessness - poor personal health/hygiene - using wrong techniques/procedures - ignoring safety rules/signs - taking short cuts - knowingly using unsafe equipment/tools. <p>Knowledge of designated personnel in relation to hazard identification and control within an organisation/company.</p> <p>A basic awareness of the hierarchy of risk control measures:</p> <ul style="list-style-type: none"> • Level 1 – eliminate the risk (such as discontinue the activity or not use the equipment) • Level 2 – minimise the risk by <ul style="list-style-type: none"> - substituting the system of work/equipment (with something safer) - modifying the system of work/equipment (to make it safer) - isolating the hazard (such as introducing a restrictive work area) - introducing engineering control (such as monitor screens) 	<ul style="list-style-type: none"> • placement of furniture and equipment. <p>As a group walk around various areas of the school, identifying potential hazards:</p> <ul style="list-style-type: none"> • create a list of a range of hazards identified • identify the potential risk • make a recommendation as to how the risk can be managed or minimized. <p>Design a poster to warn workers about common hazards in the IT workplace.</p> <p>Link to Task 3.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • who is responsible for hazards identification and control in the workplace? • appropriate procedures for reporting hazards. <p>Class discussion – strategies to control or eliminate risks in the IT workplace.</p> <p>Develop a flow chart to show the steps in risk management (from identifying hazards through to monitoring and review of the control measures).</p> <p>In small groups students are to perform a risk assessment and apply the hierarchy of risk control for a case study then report their findings to the class:</p>

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	<ul style="list-style-type: none"> • Level 3 – other controls <ul style="list-style-type: none"> - adopt administrative controls and safe work practices - use personal protective equipment (PPE). 	
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.3 Review and assess workplace according to OH&S standards and record findings</p> <p>1.4 Report issues or problems with the workplace to the appropriate person</p> <p><i>BSBCMNI06A Follow workplace safety procedures</i></p> <p>1 Follow workplace safety procedures</p> <p>1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according to workplace procedures</p> <p>2 Contribute to occupational health and safety in the workplace</p> <p>2.1 Occupational health and safety issues are raised with appropriate people in accordance with workplace procedures and relevant occupational health and safety legislation</p> <p>2.2 Contribute to participative arrangements for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies</p>	<p>OHS Monitoring and Reporting</p> <p>A basic awareness of monitoring and reporting for OHS:</p> <ul style="list-style-type: none"> • formal/informal • verbal • written <ul style="list-style-type: none"> - safety inspection reports - checklists - accident reports - WorkCover NSW notification - registers/logs/files. <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>Appropriate person(s) for reporting OHS concerns/issues:</p> <ul style="list-style-type: none"> • supervisor/team leader • manager • trainer • OHS representative/committee • union representative. <p>How and when to report.</p> <p>A range of sample workplace documents for safety inspection checklists/reports.</p>	<p>Class discussion:</p> <ul style="list-style-type: none"> • advantages and disadvantages of types of reporting (formal versus informal, verbal versus written, combination) • identify situations in which the different types of reporting should occur. <p>Review a range of sample work place documents for recording/reporting incidents.</p> <p>Complete sample risk notification form.</p> <p>Class discussion.</p> <p>Case studies – to assist students to distinguish the different roles of personnel in a range of situations and who concerns/issues should be reported to.</p> <p>Class discussion.</p> <p>Review a range of scenarios and identify how and when the issues should be reported.</p> <p>Collect and discuss a range of workplace safety checklists.</p>

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	<p>An awareness of current business practice in relation to preparing reports.</p> <p>A basic OHS audit of an information technology (IT) workplace environment.</p>	<p>Examine the format and content of a range of workplace safety reports</p> <p>Create a workplace safety checklist appropriate for the schools IT facilities.</p> <p>Link to Task 4.</p>
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.2 Identify OH&S standards that apply to the workplace</p> <p>1.3 Review and assess workplace according to OH&S standards and record findings</p> <p><i>BSBCMNI06A Follow workplace safety procedures</i></p> <p>1 Follow workplace safety procedures</p> <p>1.3 Workplace procedures for dealing with incidents (accidents), fire and other emergencies are followed under direct supervision, whenever necessary within the scope of responsibilities and competencies</p>	<p>Emergency situations</p> <p>Emergency situations:</p> <ul style="list-style-type: none"> • bomb threats • accidents/serious injury • robbery • fire • armed hold-up • natural disasters. <p>Procedures to follow in the event of an emergency:</p> <ul style="list-style-type: none"> • notification <ul style="list-style-type: none"> - appropriate authorities (emergency services and WorkCover NSW) - colleagues - supervisor • workplace/company policies and procedures <ul style="list-style-type: none"> - evacuate - secure building. 	<p>Brainstorm – types of emergency situations that may effect an IT workplace.</p> <p>Class discussion – the ways in which people, both employees and visitors, might react to emergency situations.</p> <p>Small group work – each group is allocated an emergency situation. Students are to develop a mind map identifying the potential risks the emergency may pose and report back to the class.</p> <p>Access the schools section of Emergency Management Australia’s website to discover types of emergency events in NSW or the local area. http://www.ema.gov.au/agd/ema/emaSchools.nsf</p> <p>View a copy of the school’s policies/procedures for dealing with emergencies:</p> <ul style="list-style-type: none"> • identify the roles of each participant in the emergency plan • how might these differ in an office environment? <p>Develop an emergency plan and flow chart of procedures for dealing with emergencies to be displayed in the workplace.</p>

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	<ul style="list-style-type: none"> • reporting. <p>How and when to seek assistance.</p> <p>Knowledge of emergency contact numbers: ‘000’ – landline number ‘112’ – mobile phones.</p> <p>An awareness of information required by emergency services attending the site:</p> <ul style="list-style-type: none"> • location • nearest cross-street • nature of the incident • number of casualties • nature of injuries • contact name and number. <p>A basic awareness of the primary role of personnel in an emergency:</p> <ul style="list-style-type: none"> • first aid officer • safety officer/safety representative • OHS committee member • colleagues • manager • supervisor/team leader • emergency services • WorkCover NSW • union representative. 	<p>Workplace scenario – bomb threat:</p> <ul style="list-style-type: none"> • use sample company/organisation procedures/policies to gain ideas • develop a proforma to be used by staff if a telephone bomb threat is received • identify strategies to be considered when dealing with a bomb threat. <p>Brainstorm – list a range of organisations and/or personnel who may be called upon in an emergency situation.</p> <p>Discuss the use and misuse of emergency numbers.</p> <p>Create emergency contact signs.</p> <p>Guest speaker – personnel from one of the local emergency services organisations.</p> <p>Role-play reporting of an emergency situation.</p> <p>Handout – outlining the main role of relevant personnel. For each of emergency situations discussed earlier, identify to whom (and in which order) they should be reported.</p> <p>Case study – from the list of personnel, students describe the role they would have in an office building during a fire emergency.</p>

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	<p>An acknowledgement of the importance of training in safe work practices and emergency procedures to meet OHS requirements.</p>	<p>Discuss how training may be delivered.</p> <p>Brainstorm – What should be included in an OHS induction package for a new employee?</p>
<p><i>ICAU3004A Apply occupational health and safety procedures</i></p> <p>1 Determine OH&S issues relating to immediate work environment</p> <p>1.2 Identify OH&S standards that apply to the workplace</p> <p>2 Document and disseminate OH&S requirements</p> <p>2.1 Determine and document the OH&S standards impact upon the subject workplace</p> <p>2.2 Submit documentation to appropriate person for verification</p> <p>2.3 Update or reissue OH&S documents relating to IT as required</p>	<p>OHS Policies</p> <p>An awareness of the difference between OHS standards and OHS policies, procedures and practices.</p> <p>OHS standards common to an IT environment in relation to:</p> <ul style="list-style-type: none"> • work stations and associated equipment • work environment • manual handling • employee behaviour. <p>Preparation of draft OHS documentation for a workplace conducting IT related activities.</p> <p>An understanding of current business practices in relation to preparing required OHS documentation.</p> <p>An understanding of the importance of audit trails and version control for workplace policy/procedure documentation/manuals.</p>	<p>Define and discuss the difference between standards, policies, procedures and practices.</p> <p>Discuss OHS standards as they relate to the ICT environment.</p> <p>Prepare an OHS induction program for a new employee using a presentation application such as powerpoint.</p> <p>Discuss audit trails.</p>