

<b>Training Package</b>	<b>Conservation and Land Management (RTD02), Amenity Horticulture (RTF03) and Rural Production (RTE03)</b>	<b>HSC Requirements and Advice</b>
<b>Title</b>	<b>Work effectively in the industry</b>	
<b>Unit code</b> <b>RTC2705A</b>	This competency standard covers the process of working effectively on an individual basis and with others. It requires the ability to obtain information about the industry, observe employment requirements, accept responsibility for quality of own work, maintain safety of self and others, participate in workplace teams, and follow work schedules. Working effectively in the industry requires knowledge of industry/workplace awards and conditions, employer expectations, relevant legislation and Codes of Practice applying to the industry, OHS policies and procedures, workplace policies and procedures, emergency procedures, organisational structure, and workplace communication channels.	<b>HSC Indicative Hours</b>  <b>15</b>

### Evidence Guide

#### What evidence is required to demonstrate competence for this standard as a whole?

Competence in working effectively in the industry requires evidence that skills and knowledge to work effectively in the industry have been successfully demonstrated in a work place or equivalent situation. The skills and knowledge required to working effectively in the industry must be **transferable** to a range of work environments and contexts.

For example, this could include different workplaces, groups of co-workers, and within enterprise policies and procedures.

<b>What specific knowledge is needed to achieve the performance criteria?</b>	<b>What specific skills are needed to achieve the performance criteria?</b>	<b>Are there other competency standards that could be assessed with this one?</b>	<b>Assessment guide</b>	<b>HSC Requirements and Advice</b>
<p>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</p> <ul style="list-style-type: none"> <li>• industry/workplace awards and conditions</li> <li>• employer's expectations</li> <li>• relevant legislation and Codes of Practice applying to the industry</li> <li>• OHS policies and procedures</li> <li>• workplace policies and procedures including those relating to quality systems</li> <li>• emergency procedures</li> <li>• organisational structure</li> </ul>	<p>To achieve the performance criteria, some complimentary skills are required. These include the ability to:</p> <ul style="list-style-type: none"> <li>• collate information on the industry</li> <li>• observe employment requirements</li> <li>• accept responsibility for quality of own work</li> <li>• manage own work</li> <li>• maintain safety of others</li> <li>• promote workplace co-operation</li> <li>• contribute to a productive work environment</li> <li>• interpret work schedules.</li> </ul>	<p>This competency standard <u>could</u> be assessed on its own or in combination with other competencies relevant to the job function.</p>	<p>There is essential information about <b>assessing this competency standard for consistent performance and where and how it may be assessed</b>, in the Assessment Guidelines for this Training Package. All users of these competency standards must have <b>access</b> to both the <b>Assessment Guidelines</b> and the relevant <b>Sector Booklet</b>.</p>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• <i>Anti-Discrimination Act 1977</i> (NSW)</li> <li>• awards and conditions</li> <li>• basic research skills</li> <li>• career pathways</li> <li>• codes of conduct</li> <li>• codes of practice</li> <li>• colleagues and customers</li> <li>• communication</li> <li>• conflict resolution</li> <li>• duty of care</li> <li>• emergency procedures</li> <li>• employer expectations</li> <li>• employment contract</li> <li>• enterprise policies and procedures</li> </ul>

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<ul style="list-style-type: none"> <li>• workplace communication channels.</li> </ul>				<ul style="list-style-type: none"> <li>• entitlements</li> <li>• <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)</i></li> <li>• equal employment opportunity (EEO)</li> <li>• harassment</li> <li>• industry sectors</li> <li>• industry standards</li> <li>• interpersonal skills</li> <li>• job description</li> <li>• legislation</li> <li>• occupational health and safety (OHS)</li> <li>• organisational structure</li> <li>• productive work environment</li> <li>• quality assurance</li> <li>• rights and responsibilities</li> <li>• safe work practices</li> <li>• teamwork</li> <li>• time and task management</li> <li>• work ethic</li> <li>• work management tools</li> <li>• work schedules</li> <li>• workplace activities</li> <li>• workplace change</li> <li>• workplace diversity</li> <li>• workplace policies and practices</li> <li>• workplace relations.</li> </ul>

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
1 Obtain information about the industry	1.1 <b>Sources of information</b> about the industry are correctly identified and accessed.	<p>The Range of Variables explains the context within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.</p> <p>For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.</p> <p>What <b>sources</b> of information are relevant to this standard?</p> <p>Media, reference books, libraries, unions, industry associations, industry journals, internet sites, personal observation and experience.</p> <p>What <b>information</b> about the industry may be relevant to this standard?</p> <p>Different sectors of the industry and the services available in each sector, relationship between sectors and other industries, industry working conditions including OHS hazards, legislation that affects the industry, industrial relations issues and major organisations, career opportunities within the industry, work ethic required to work in the industry and industry expectations of staff, and quality assurance.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>How to access and validate sources of information relevant to primary industries including:</p> <ul style="list-style-type: none"> <li>• libraries</li> <li>• industry journals</li> <li>• reference books</li> <li>• publications</li> <li>• seminars</li> <li>• training courses</li> <li>• the media</li> <li>• statistical data</li> <li>• internet/websites</li> <li>• unions</li> <li>• industry associations</li> <li>• government agencies</li> <li>• personal observation and experience</li> <li>• colleagues, supervisors and managers</li> <li>• industry contacts, mentors and advisors.</li> </ul>
	1.2 Information to assist effective and safe work performance within the industry is collected.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Basic research skills in order to:</p> <ul style="list-style-type: none"> <li>• identify relevant information</li> <li>• develop questioning techniques to obtain information</li> <li>• sort, summarise and present information.</li> </ul>
	1.3 Specific information on sector of work is obtained and updated.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Basic knowledge of industry sectors including:</p> <ul style="list-style-type: none"> <li>• the role and size of each sector</li> <li>• examples of <ul style="list-style-type: none"> <li>– types of production in each sector</li> <li>– businesses specific to each sector</li> </ul> </li> <li>• relationships between the sectors.</li> </ul> <p>Range of different sectors in the industry:</p> <ul style="list-style-type: none"> <li>• agriculture <ul style="list-style-type: none"> <li>– crop production</li> <li>– livestock production</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>• horticulture <ul style="list-style-type: none"> <li>– production horticulture</li> <li>– amenity horticulture</li> </ul> </li> <li>• conservation and land management.</li> </ul> <p>Importance of updating industry information in order to:</p> <ul style="list-style-type: none"> <li>• maintain professionalism</li> <li>• ensure quality service</li> <li>• promote products and services.</li> </ul>
	1.4 Industry and OHS information is correctly applied to day-to-day work activities.	<p>What <b>workplace activities</b> may be included in this unit?</p> <p>Daily routines, periodic routines and ad hoc activities.</p>	
	1.5 Employment <b>terms and conditions</b> are defined.	<p>What <b>terms and conditions</b> may be included in this unit?</p> <p>Workplace agreements, relevant union bodies, relevant awards, employment contracts and workplace requirements and etiquette.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Career opportunities within the industry, including:</p> <ul style="list-style-type: none"> <li>• industry working conditions <ul style="list-style-type: none"> <li>– awards</li> <li>– contract of employment</li> <li>– enterprise agreements</li> <li>– workplace agreements</li> </ul> </li> <li>• personal attributes and work ethics of industry staff including <ul style="list-style-type: none"> <li>– punctuality and attendance</li> <li>– honesty</li> <li>– attention to detail</li> <li>– personal presentation</li> <li>– attitude</li> <li>– confidentiality</li> <li>– consistency of work</li> <li>– appropriate behaviour and attitudes.</li> </ul> </li> </ul> <p>Workplace relations including:</p> <ul style="list-style-type: none"> <li>• employer groups <ul style="list-style-type: none"> <li>– NSW Farmers Association</li> <li>– Nursery Industry Association of Australia</li> <li>– National Farmers Federation</li> </ul> </li> <li>• unions <ul style="list-style-type: none"> <li>– The Australian Workers Union.</li> </ul> </li> </ul>

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	1.6 Career pathways within the industry are identified.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of education and training requirements for a range of career pathways within the industry.</p>
2 Observe employment requirements	2.1 <b>Industry developments</b> are used in workplace context to improve quality, productivity and conditions.	<p>How might <b>industry developments</b> be relevant?</p> <p>Implications of technology changes on employment, industry environment, and changes in market conditions.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>The impact of technology on:</p> <ul style="list-style-type: none"> <li>• employment</li> <li>• industry environment</li> <li>• market conditions</li> <li>• productivity</li> <li>• cost-effectiveness</li> <li>• decision-making</li> <li>• new markets.</li> </ul>
	2.2 Work practices comply with Codes of Practice and workplace expectations.	<p>What <b>policies and procedures</b> may be relevant to this standard?</p> <p>Quality system policies and procedures, environmental policies, OHS policies and procedures including accident reports, responsibilities and duties.</p> <p>What <b>legislation</b> may be relevant to those working in the industry?</p> <p>OHS, workplace relations, workers compensation, consumer protection and trade practices, duty of care, building regulations, hygiene, equal employment opportunity (EEO), and anti-discrimination.</p> <p>What <b>terms and conditions</b> may be included in this unit?</p> <p>Workplace agreements, relevant union bodies, relevant awards, employment contracts and workplace requirements and etiquette.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Factors impacting on workplace practices including:</p> <ul style="list-style-type: none"> <li>• occupational health and safety (OHS) policy and procedures</li> <li>• legislation</li> <li>• duty of care</li> <li>• workplace agreements</li> <li>• environmental policies</li> <li>• industry standards</li> <li>• enterprise codes of practice.</li> </ul> <p>Differences in workplace practices between enterprises and geographic locations.</p> <p>Documentation relating to workplace practices including:</p> <ul style="list-style-type: none"> <li>• employment contracts</li> <li>• job descriptions</li> <li>• quality assurance requirements</li> <li>• Standard Operating Procedures (SOP).</li> </ul>
	2.3 Faults and abnormalities in workplace practices are recognised and remedial <b>action</b> is taken to enterprise requirements.	<p>What sorts of <b>action</b> may be relevant to this unit?</p> <p>Reporting, rectifying faults, and prevention of damage.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Strategies to address issues in workplaces including:</p> <ul style="list-style-type: none"> <li>• reporting</li> </ul>

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• regular maintenance</li> <li>• rectifying faults</li> <li>• use of manuals</li> <li>• training</li> <li>• technical support .</li> </ul>
	2.4 Dress and personal requirements comply with workplace standards.		
	2.5 Punctuality in work attendance is observed.		
	2.6 Employers expectations are met through completion of workplace routines and specific instructions within enterprise policies and procedures.	<p>What <b>policies and procedures</b> may be relevant to this standard?</p> <p>Quality system policies and procedures, environmental policies, OHS policies and procedures including accident reports, responsibilities and duties.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Workplace routines:</p> <ul style="list-style-type: none"> <li>• daily</li> <li>• periodic</li> <li>• unplanned activities.</li> </ul>
3 Accept responsibility for quality of own work	3.1 Personal work space is kept in a well organised and safe condition, and is in accordance with relevant standards and policies.		
	3.2 Workplace code of conduct is adhered to.	<p>What <b>terms and conditions</b> may be included in this unit?</p> <p>Workplace agreements, relevant union bodies, relevant awards, employment contracts and workplace requirements and etiquette.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of legal ramifications of inappropriate workplace conduct.</p> <p>Recourse in the event of inappropriate conduct including:</p> <ul style="list-style-type: none"> <li>• reporting complaints</li> <li>• grievance procedures</li> <li>• disciplinary action.</li> </ul>
	3.3 Variations in the quality of service and/or products from required standards are detected and reported in accordance with workplace procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A basic overview of quality assurance and the role of individual staff members in the total quality process.</p>

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4 Plan own work	4.1 Instructions are interpreted correctly and observed.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Establishing instruction details by:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• seeking clarification through questioning</li> <li>• summarising and reiterating.</li> </ul>
	4.2 <b>Factors affecting work requirements</b> are identified and appropriate action is taken.	<p>What may be seen as <b>factors affecting work requirements</b>?</p> <p>Time and weather contingencies, other work demands.</p> <p>What types of <b>workplace change</b> might be relevant to this standard?</p> <p>Implementation of new work practices and services, enterprise restructuring, introduction of new technology or communication systems, and changes in staff numbers and individuals.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Factors that may impact on work tasks including:</p> <ul style="list-style-type: none"> <li>• weather</li> <li>• other work demands</li> <li>• staff shortages</li> <li>• time and resource availability</li> <li>• safety requirements</li> <li>• faulty/damaged machinery and equipment</li> <li>• implementation of new work practices</li> <li>• enterprise restructuring</li> <li>• introduction of new technology</li> <li>• changes in staff.</li> </ul>
	4.3 Work load is assessed and prioritised within allocated timeframes.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• seeking help/assistance when needed</li> <li>• contingency planning</li> <li>• effective use of technology.</li> </ul>
	4.4 The need for assistance to improve performance is communicated clearly to the appropriate person.		
5 Promote workplace co-operation	5.1 Responsibilities and duties are undertaken in a positive manner to promote co-operation and good relationships.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Interpersonal skills.</p> <p>Types of teams in primary industry enterprises.</p> <p>Principles and characteristics of team building and effective teamwork.</p>

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			<p>Strategies for the promotion of cooperative working environments including:</p> <ul style="list-style-type: none"> <li>• good communication</li> <li>• mutual respect</li> <li>• understanding roles and responsibilities</li> <li>• positive working relationships</li> <li>• application of codes of conduct</li> <li>• application of workplace policies and procedures</li> <li>• teamwork.</li> </ul>
	<p>5.2 Co-operation with others is conducted in a courteous manner and is appropriate to culture, <b>special needs</b> and linguistic background and position in the organisation.</p>	<p>What can be defined as <b>special needs</b>?</p> <p>People with a disability, children, elderly people, and people from non-English speaking background.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Special needs of colleagues and customers including:</p> <ul style="list-style-type: none"> <li>• people with disabilities</li> <li>• people from non-English speaking backgrounds</li> <li>• elderly people.</li> </ul> <p>An appreciation of how cultural diversity contributes to differing social values, expectations and customs.</p> <p>The importance of respecting cultural differences and adopting a sensitive approach in the workplace.</p> <p>Organisational structures and understanding lines of reporting and communication within the workplace.</p>
	<p>5.3 Problems and conflict are recognised and resolved, where possible, through personal communication and/or are referred to a supervisor, manager or employer for resolution.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• observing body language</li> <li>• reading subtext.</li> </ul> <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• variation in colleagues' work practices/methods</li> <li>• cultural misunderstandings</li> <li>• barriers to communication</li> <li>• aggressive behaviour.</li> </ul>

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			<p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> <li>• eliminate adversarial situations</li> <li>• promote the concept of 'win-win'</li> <li>• allow for solutions to meet needs of all parties</li> <li>• follow due process – listen, acknowledge, respond, report and follow-up.</li> </ul> <p>Effective conflict resolution strategies including:</p> <ul style="list-style-type: none"> <li>• referral/intervention by supervisors/managers</li> <li>• appropriate communication</li> <li>• timely identification of situations</li> <li>• use of policies and procedures.</li> </ul>
6 Contribute to a productive work environment	6.1 Commitments to undertake work or assist colleagues/co-workers are fulfilled.		
	6.2 Information relevant to work is shared with colleagues/co-workers to ensure designated work goals are met.		<p><b>Learning experiences for the HSC must address:</b></p> <p>The value of sharing information with colleagues:</p> <ul style="list-style-type: none"> <li>• promotion of enterprise products and services</li> <li>• meeting work goals</li> <li>• improving customer service</li> <li>• positive work relations.</li> </ul> <p>Communication channels including:</p> <ul style="list-style-type: none"> <li>• direct mail</li> <li>• corporate websites and e-newsletters</li> <li>• one-on-one communication</li> <li>• seminars</li> <li>• enterprise newsletters</li> <li>• team meetings</li> <li>• daily conversation</li> <li>• telephone call</li> <li>• email</li> <li>• intranet.</li> </ul>
	6.3 Knowledge and skills are shared with colleagues/co-workers through conversations and meetings.		

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	6.4 Contribution of individuals of different gender and social and cultural backgrounds is recognised and sought.	What <b>legislation</b> may be relevant to those working in the industry?  OHS, workplace relations, workers compensation, consumer protection and trade practices, duty of care, building regulations, hygiene, equal employment opportunity (EEO), and anti-discrimination.	<b>Learning experiences for the HSC must address:</b>  Proactive strategies to promote workplace diversity.
	6.5 The principles of equal employment opportunity are observed and implemented.		<b>Learning experiences for the HSC must address:</b>  A basic understanding of the principles of equal employment opportunity (EEO) legislation: <ul style="list-style-type: none"> <li>• <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth)</li> <li>• <i>Equal Opportunity for Women in the Workplace Act 1999</i> (Cth).</li> </ul> Reciprocal rights and responsibilities of employers and employees in relation to EEO.
	6.6 Work is consistent with workplace standards relating to anti-discrimination and workplace harassment.		<b>Learning experiences for the HSC must address:</b>  A basic understanding of the principles of anti-discrimination legislation: <ul style="list-style-type: none"> <li>• <i>Anti-Discrimination Act 1977</i> (NSW)</li> <li>• <i>Sex Discrimination Act 1984</i> (Cth)</li> <li>• <i>Racial Discrimination Act 1975</i> (Cth)</li> <li>• <i>Disability Discrimination Act 1992</i> (Cth).</li> </ul> Reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination.  Forms of bullying and harassment in the workplace including: <ul style="list-style-type: none"> <li>• sexual</li> <li>• verbal</li> <li>• physical</li> <li>• psychological.</li> </ul> Workplace policies and procedures designed to prevent discrimination and harassment in the workplace.

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
7 Undertake an activity to workplace requirements	7.1 Interpretation of work schedules is consistent with the schedule and tasks defined.	What <b>workplace activities</b> may be included in this unit?  Daily routines, periodic routines and ad hoc activities.	<b>Learning experiences for the HSC must address:</b>  A range of work management tools including: <ul style="list-style-type: none"> <li>• calendars/diaries               <ul style="list-style-type: none"> <li>– paper</li> <li>– electronic</li> </ul> </li> <li>• rosters</li> <li>• work schedules</li> <li>• SOP</li> <li>• training/development of personal management strategies.</li> </ul>
	7.2 Knowledge and skills required for task are discussed with supervisors and co-workers.		
	7.3 Availability of materials and equipment are checked to ensure they are consistent with work schedules and the requirements of the tasks.		<b>Learning experiences for the HSC must address:</b>  Principles of time and task management.  Organising tasks in terms of: <ul style="list-style-type: none"> <li>• priority</li> <li>• time management</li> <li>• negotiation</li> <li>• individual needs</li> <li>• group needs.</li> </ul> The features of time management: <ul style="list-style-type: none"> <li>• prioritising</li> <li>• delegation</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• completion in timeframe.</li> </ul>
	7.4 A daily schedule for completing <b>workplace activities</b> and allocated tasks including priorities, allocated start times, estimation of completion times and materials, equipment and assistance required for completion is decided upon.		

## What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

0 = not required      1 = perform the process      2 = perform and administer the process      3 = perform, administer and design the process

1. How can <b>communication of ideas and information (1)</b> be applied?	Verbally with supervisor and others using enterprise terminology relating to work conditions.
2. How can <b>information be collected, analysed and organised (1)</b> ?	Working effectively in the industry will require basic information to be gathered and organised accordingly.
3. How are <b>activities planned and organised (1)</b> ?	Working effectively in the industry requires limited planning and organising.
4. How can <b>team work (1)</b> be applied?	Working effectively in the industry will require participation with others in a team.
5. How can the use of <b>mathematical ideas and techniques (0)</b> be applied?	Not Applicable.
6. How can <b>problem-solving skills (1)</b> be applied?	Problems requiring simple solutions may arise.
7. How can the <b>use of technology (1)</b> be applied?	Technology may be required to obtain and record information.