

3 Teaching Programs

3.1 An Integrated Approach to Programming – Using Projects or Events

An integrated programming approach:

- provides practical training
- produces end products
- encourages students to work to schedule
- encourages students to work with others.

The following suggestions may provide some ideas for projects and events:

- simulations, such as workplace emergencies
- role-plays to simulate meetings and interaction with co-workers
- research projects on the industry, such as industrial relations, workplace illness and injury issues
- design posters and signs for display to encourage a safe workplace
- portfolio of work placement documents and student experience
- working with school office personnel to answer telephones
- participation in school, regional, state and national world skills competition
- class projects for the community, such as volunteering in a charity shop
- school-based projects to meet particular needs of the school, such as:
 - operating a stall at the school fete
 - working in the clothing/uniform shop
 - undertaking stocktake of school resources.

Project/event possibilities are as varied as the teacher's imagination. Three important principles for teachers to remember when devising projects:

- stay within your 'skill level'
- don't attempt anything unless you are sure it will be successful
- incorporate student interests wherever possible.

Use of projects, experiences and events allows for the concurrent development and assessment of a number of units and elements of competency. They may be used for the full delivery of a particular unit of competency or to supplement other learning and assessment activities.

The following steps provide a guide to planning and organising such a strategy.

Step 1

Based on knowledge of the course intended for delivery, the interests and experience of students and available resources, devise a project or event that relates to a number of competencies.

Step 2

Use Part B of the Syllabus to map components/activities/products of the project to particular units/elements ensuring that there is opportunity for students to develop competency and demonstrate the performance criteria for each element included. Where necessary, modify the project specifications to address elements/performance criteria.

Step 3

Using the information from step 2, list the elements of competency and identify appropriate assessment strategies. Plan to use a range of assessment instruments over time to validate the evidence collected. Also try to use each assessment opportunity to assess and record evidence of competence for a number of elements. In this way ‘overassessment’ can be minimised.

Step 4

Draw up a programming sheet to summarise the information. Learning outcomes for components of the project may be defined or included in a separate schedule.

3.2 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 retail services industries could be grouped together, for example:

- communication in the workplace
- customer service
- retail technology
- working in the industry
- workplace health and safety.

Programs could be developed using a theme related to the retail services industries, such as:

- community pharmacy
- general selling
- general food selling
- providing quality service
- wholesale.

Sample Program Safe and clean work environment

Rationale: This program provides the opportunity for students to develop knowledge and skills required to maintain a safe work environment for staff, customers and others and maintain and organise work areas to keep the work area clean and tidy.

Students will develop the specific knowledge and understanding to enable the skills to be developed and applied in the workplace. Safe work practices and procedures will need to be addressed throughout the HSC Retail Services course.

*Actual demonstration of the underpinning knowledge and skills (elements and performance criteria) to confirm competency in SIRXOHS001A will need to be demonstrated by the student **throughout the HSC Retail Services course. SIRXOHS001A will be an integral component of many assessments.***

Units of competency: SIRXOHS001A Apply safe working practices
 SIRXCLM001A Organise and maintain work areas

HSC requirements and advice – key terms and concepts:

Apply safe working practices	
<ul style="list-style-type: none"> • accidents, incidents and emergency situations • acts, regulations and codes of practice • appropriate person/s • consultation and participation • correct manual handling techniques • correct use/application of lifting equipment • cost of workplace injury • designated personnel • emergency and evacuation procedures • employer and employee responsibilities • first aid • hazards • hierarchy of risk control measures • manage dangerous goods and hazardous substances • material safety data sheets (MSDS) • monitoring, reporting and recording • occupational health and safety (OHS) 	<ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulations 2001</i> (NSW) • OHS policy and procedures • OHS representative/committee • OHS signs and symbols • risk management • safe work practices and procedures • safe working environment • safety alarms • seeking assistance • selection, use, maintenance and storage of personal protective equipment (PPE) • sources of information • unsafe work practices • weight limits • workplace injuries and their causes • workplace/company/store policy and procedures.

Assessment:

The tasks referred to in this table are briefly explained in the program itself and/or in Section 4 of this Support Document.

SIRXOHS001A Apply safe working practices	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Observe basic safety procedures	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 3, 4, 5, 6, 7, 9, 10, 12, 13, 15, 16, 17, 18, 22, 23, 25, 26, 27 and 28.
2. Observe basic emergency procedures	<ul style="list-style-type: none"> • Tasks 1, 3, 4, 6, 7, 9, 10, 15, 27 and 28.

SIRXCLM001A Organise and maintain work areas	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Organise work area	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 3, 5, 10, 12, 14, 15, 16, 22, 26 and 27.
2. Clean work area	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 5, 7, 8, 9, 10, 12, 14, 15, 16, 17, 18, 22, 26 and 27.

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations	
SIRXOHS001A Apply safe working practices																													
<i>1 Observe basic safety procedures</i>																													
1.1	Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace	✓		✓	✓	✓	✓		✓	✓		✓			✓	✓	✓	✓				✓			✓	✓	✓	✓	✓
1.2	Identify and report unsafe working practices, including faulty plant and equipment according to store policy and procedures	✓		✓	✓	✓				✓			✓		✓	✓		✓				✓						✓	✓
1.3	Manage dangerous goods and substances according to store policy and relevant legislation	✓		✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓					✓	✓				✓	✓	✓
1.4	Identify potential manual handling risks and manage tasks according to store policy	✓		✓	✓	✓	✓			✓		✓				✓						✓			✓		✓	✓	✓
1.5	Report work-related incidents and accidents to designated personnel	✓		✓	✓		✓			✓			✓		✓	✓						✓					✓	✓	
1.6	Demonstrate consultative processes and follow procedures for OHS	✓		✓	✓	✓	✓		✓	✓				✓								✓				✓	✓		
<i>2 Observe basic emergency procedures</i>																													
2.1	Follow fire and emergency procedures, including store evacuation, according to store policy and relevant legislation	✓		✓	✓		✓	✓	✓	✓					✓												✓	✓	✓
2.2	Identify designated personnel responsible for first aid and evacuation procedures	✓		✓	✓		✓			✓					✓												✓	✓	✓
2.3	Accurately identify safety alarms	✓		✓	✓		✓			✓					✓												✓		✓

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations
SIRXCCLM001A Organise and maintain work areas																												
<i>1 Organise work area</i>																												
1.1 Maintain work areas in a safe, uncluttered and organised manner according to store policy and procedures	✓		✓		✓					✓		✓		✓	✓	✓						✓					✓	✓
1.2 Carry out all routines safely, effectively and efficiently with minimum inconveniences to customers and staff according to store policy	✓		✓							✓				✓	✓	✓						✓					✓	✓
1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas	✓									✓		✓		✓	✓	✓						✓					✓	✓
<i>2 Clean work area</i>																												
2.1 Apply store policy and procedures for personal hygiene	✓							✓		✓				✓	✓	✓						✓					✓	✓
2.2 Apply store policy and procedures for cleaning of work area	✓									✓				✓	✓	✓	✓					✓					✓	✓
2.3 Remove and dispose of waste promptly according to store policy and legislative requirements	✓								✓	✓		✓		✓	✓	✓						✓					✓	
2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy and legislative requirements	✓				✓				✓	✓				✓	✓	✓						✓					✓	
2.5 Promptly display signage in regard to unsafe areas	✓				✓		✓			✓				✓	✓							✓					✓	

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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
2.6 Maintain equipment and consumable materials and store correctly after use	✓									✓				✓	✓		✓	✓				✓					✓		
2.7 Use and clean tools and equipment (including guards) according to manufacturer instructions and legislative requirements	✓								✓	✓				✓	✓				✓				✓					✓	

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.1 Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p> <p>1.5 Report work-related incidents and accidents to designated personnel.</p>	<p>Injuries in the workplace</p> <p>An awareness of the cost of workplace injury:</p> <ul style="list-style-type: none"> • human • social • economic • organisational. <p>A definition of:</p> <ul style="list-style-type: none"> • accident • incident. <p>Causes of common workplace injuries:</p> <ul style="list-style-type: none"> • lack of protection and safety equipment • slips, trips and falls • poor housekeeping • poor maintenance • inadequate lighting • spills 	<p><i>Occupational health and safety (OHS) underpins all aspects of the professional retail services industries worker. Students should demonstrate high OHS standards for each session of training.</i></p> <p>Class discussion about the concept of workplace health and workplace safety and the differences between the two terms.</p> <p>Develop a portfolio of newspaper articles on workplace injuries and workers compensation payments in general and/or specifically relating to the retail services industries.</p> <p>Use the internet to obtain statistical data on workplace injuries in retail services 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>Students define each term in their own words. They share their ideas with the class and compare with definitions provided by the teacher.</p> <p>Brainstorm – accidents and incidents that may occur in a retail services industries workplace.</p> <p>Brainstorm – causes of workplace injury.</p> <p>Scan the portfolio of newspaper articles taking note of the causes of the injuries and add to the list.</p> <p>Visual stimulus – video/DVD(s) [see Resource List].</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • obstructions • faulty or incorrect equipment • poor ergonomics • inadequate instruction, training and supervision • personal factors including stress, tiredness and inappropriate behaviour • unrealistic time frames • negligence • fatigue. <p>An awareness of a range of potential workplace injuries:</p> <ul style="list-style-type: none"> • allergic reactions • dislocations and fractures • puncture wounds and cuts • sprains and strains • medical conditions including epilepsy, diabetes and asthma • poisoning and toxic substances • shock. <p>Measures to prevent common workplace accidents, injury or impairment:</p> <ul style="list-style-type: none"> • following safety procedures accurately • adopting correct posture and manual handling techniques • taking adequate rest breaks • using personal protective equipment (PPE) • correct use of chemicals and dangerous substances/ equipment • stress management techniques • safe use of tools, machinery and equipment • procedures to deal with emergency, fire and accidents • risk management. 	<p>[Link to Tasks 3 & 4]</p> <p>Brainstorm – potential workplace injuries for the retail services industries.</p> <p>Activity – each student to be allocated a workplace injury to investigate. Identify the signs/symptoms of the injury and basic first aid techniques required. Information to be collated from all class members, presented in table format and provided as a handout.</p> <p>Class discussion – preventative measures.</p> <p>Activity – following on from above, students design a poster to be displayed in the classroom (or a retail services industries workplace) highlighting the injury, preventative measures and basic first aid techniques; or a general poster highlighting prevention of workplace accidents and injury.</p> <p>[Link to Tasks 3 & 4]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures 1.1 Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p>	<p>Sources of OHS information</p> <p>An awareness of sources of information regarding occupational health and safety (OHS) in the workplace:</p> <ul style="list-style-type: none"> • workplace/company/store policies and procedures • emergency plan • training manuals • operator’s manuals • WorkCover NSW and Australian Safety and Compensation Council (ASCC) [formerly National Occupational Health and Safety Commission (NOHSC) publications/safety alerts • legislation/regulations/codes of practice • manufacturer’s specifications. 	<p>Focus question – as a retail services employee, where could you find information regarding OHS in your workplace?</p> <p>Visual stimulus – samples of the listed sources.</p> <p>Compile a list of a range of sources and for each source make brief notes regarding the type of OHS information it provides the worker.</p> <p>Internet activity – navigate the WorkCover NSW (www.workcover.nsw.gov.au) and/or ASCC (www.ascc.gov.au) website(s) to discover information/services provided.</p> <p>[Link to Tasks 3 & 4]</p>
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures 1.1 Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p>	<p>OHS legislation</p> <p>A basic awareness of the differences between:</p> <ul style="list-style-type: none"> • an act • a regulation • codes of practice. 	<p>Develop a glossary of terms:</p> <ul style="list-style-type: none"> • legislation • act • regulation • standards • code of practice. <p>Internet activity – visit the WorkCover NSW website. Go to the section on ‘Laws and Policy’.</p> <p>[Link to Task 3]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>A basic understanding of OHS legislation, regulations 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 - Labelling of Workplace Substances - Storage and Handling of Dangerous Goods. <p>An awareness of employer responsibilities under the OHS Act including the following:</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 	<p>Define the term ‘occupational health and safety’.</p> <p>Class discussion – the purposes of OHS legislation and codes of practice.</p> <p>Summarise key points of the legislation, regulations and codes of practice listed as they apply to the retail services industries. (This could be provided in a handout.)</p> <p>Alternatively, students could undertake an internet research activity where they are required to create a table outlining the following information for the legislation, regulations and codes of practice listed:</p> <ul style="list-style-type: none"> • website address(es) where each can be accessed • a brief outline of: <ul style="list-style-type: none"> - the intention of the legislation - what each covers - the employer’s responsibilities - the employee’s responsibilities. <p>[Link to Tasks 3, 4 & 9]</p> <p>Handout briefly outlining employer and employee responsibilities. Students answer questions to demonstrate their understanding of these responsibilities.</p> <p>Class discussion – consequences of employers/employees, as a group and individually, not taking responsibility for OHS in the workplace.</p> <p>Role-play – scenarios of good and poor OHS, highlighting employer and employee responsibilities. [Task 10]</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • student responsibilities while on work placement • what they should expect from their work placement employer.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>and welfare</p> <ul style="list-style-type: none"> • must ensure the health and safety of visitors or people working who are not employees. <p>An awareness of employee responsibilities under the OHS Act including the following:</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. 	[Link to Tasks 3 & 4]
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.2 Identify and report unsafe working practices, including faulty plant and equipment according to store policy and procedures.</p> <p>1.6 Demonstrate consultative processes and follow procedures for OHS.</p>	<p>Key groups in OHS</p> <p>An acknowledgement that OHS is everyone’s responsibility in the workplace.</p> <p>The concept of ‘participation’ and ‘consultation’ as it relates to workplace safety and employee rights and responsibilities.</p>	<p>Class debate – ‘Only employers are responsible for OHS in the workplace’.</p> <p>Define the terms ‘participation’ and ‘consultation’.</p> <p>Class discussion – concept of participation and its relationship to the rights and responsibilities of employers and employees under the OHS legislation.</p> <p>Guest speaker – OHS committee representative (person from the school or a retail services workplace).</p> <p>[Link to Task 4]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<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>An understanding of the election/formation, roles and responsibilities of the OHS representatives or committee in the workplace.</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>Class discussion, including identifying the typical chain of authority within a workplace/company/store.</p> <p>Case studies – to assist students to distinguish their roles and responsibilities and those of other personnel in a range of situations within the school environment and while on work placement. [Task 10]</p> <p>Class activity/discussion – requirements for an OHS committee:</p> <ul style="list-style-type: none"> • legal requirements • representative composition • key groups involved • key responsibilities. <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 required • roles and responsibilities • benefits of having an OHS committee for employers and employees • concept of participation and consultation. <p>[Link to Tasks 3 & 4]</p> <p>Internet activity – visit the websites of listed organisations to identify their main role and function as they relate to the retail services industries.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.1 Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p> <p>1.2 Identify and report unsafe working practices, including faulty plant and equipment according to store policy and procedures.</p> <p>2 Observe basic emergency procedures</p> <p>2.3 Accurately identify safety alarms.</p> <p><i>SIRXCLM001A Organise and maintain work areas</i></p> <p>1 Organise work area</p> <p>1.2 Carry out all routines safely, effectively and efficiently with minimum inconvenience to customers and staff according to store policy.</p> <p>2 Clean work area</p> <p>2.5 Promptly display signage in regard to unsafe areas.</p>	<p>Safe work practices</p> <p>An awareness of safe work practices and procedures:</p> <ul style="list-style-type: none"> • OHS induction training • selection, use and maintenance of PPE • selection of appropriate tools for the task • correct use, maintenance and storage of tools, equipment and machinery • correct handling, application, labelling and storage of hazardous and non-hazardous materials • safe posture (sitting, standing, bending and lifting) • correct manual handling (lifting and transferring) • location and use of safety alarms and emergency exits • correct use of fire fighting equipment: <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, workplace/company/ store policies and procedures • housekeeping/clean-up procedures, including waste disposal, with proper consideration of OHS and the environment. <p>Selection and use of standard OHS signs and symbols:</p> <ul style="list-style-type: none"> • legislative requirements • meaning of shape and colour • appropriate placement and positioning. 	<p>Class discussion and handout:</p> <ul style="list-style-type: none"> • identify OHS concerns for a retail services workplace/ company/store • review a range of safe work practices that should be adopted by an employee in their workplace. <p>Visual stimulus – video/DVD(s) [see Resource List].</p> <p>Guest speaker – NSW Fire Brigade or Rural Fire Services to address correct use of fire fighting equipment including:</p> <ul style="list-style-type: none"> • fire blanket • types of fire extinguishers and identifying colour. <p>Practical task – selection and use of fire fighting equipment to extinguish a simulated fire.</p> <p>[Link to Tasks 3, 4 & 6]</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • the importance of training in safe work practices and emergency procedures to meet OHS requirements • in relation to OHS, what should be included in an induction package for a new employee? [Link to Task 4] <p>Visual stimulus (handout) – a range of signs and symbols used in the workplace and their meaning.</p> <p>Quiz – students to identify a range of commonly used signs and symbols and state their function/purpose.</p> <p>Internet activity – explore a website such as www.seton.com.au or www.safetysignsplus.com.au (safety equipment manufacturer) and identify a range of standard safety signs appropriate to a retail services environment.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Use and application of a range of PPE:</p> <ul style="list-style-type: none"> • footwear • head protection • gloves • protective clothing • hearing protection • eye protection. <p>Selection of PPE:</p> <ul style="list-style-type: none"> • correct for the task • manufacturer’s specifications for use • correct fitting • serviceability. <p>Importance of correctly fitting PPE.</p> <p>Maintenance of PPE according to manufacturer’s instructions and workplace/company/store policy and procedures:</p> <ul style="list-style-type: none"> • cleaning and decontamination • correct storage • regular checks for damage • repair/replacement of worn, malfunctioning or damaged equipment/parts • disposal of single-use equipment. 	<p>Class discussion – appropriate placement and positioning.</p> <p>[Link to Task 7]</p> <p>Class discussion – from the student’s own employment experience as well as general understanding, identify types of personal protective equipment (PPE) used in retail services work environments.</p> <p>Class activity – develop a list of PPE required when undertaking tasks in a number of different contexts.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • identify particular situations in the industry where PPE is prescribed by law • consequences of incorrect selection and fit of PPE. <p>Class activity – select PPE for particular tasks and demonstrate appropriate use (adjusting fit as necessary).</p> <p>Class discussion.</p> <p>Students are to develop a set of standard operating procedures (in line with manufacturer’s instructions) for the maintenance of PPE required for a particular task and then demonstrate to their class mates. If possible, each student or pair is to be allocated a different task to ensure a range of PPE is addressed. (Extent to which this task can be undertaken will depend on the particular retail services work environment.)</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.1 Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p> <p>1.2 Identify and report unsafe working practices, including faulty plant and equipment according to store policy and procedures.</p> <p><i>SIRXCLM001A Organise and maintain work areas</i></p> <p>2 Clean work area</p> <p>2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy and legislative requirements.</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 • customers • 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 - broken/faulty • manual handling • materials in use <ul style="list-style-type: none"> - spills 	<p>Define:</p> <ul style="list-style-type: none"> • hazard • risk. <p>Class discussion and handout.</p> <p>Examine the procedures used by the school when undertaking a risk assessment for excursions/field trips.</p> <p>Access to the WorkCover NSW site: www.workcover.nsw.gov.au/OHS/ManagingSafetyRisks/default.htm Review the section on managing safety risks and create a brochure informing the community about risk management.</p> <p>[Link to Tasks 3 & 5]</p> <p>Focus question – what persons may be at risk in a retail services industries environment?</p> <p>Class discussion – how human behaviour can contribute to or be a workplace hazard.</p> <p>Brainstorm to create a mind map – potential hazards in the retail services industries workplace environment.</p> <p>[Link to Tasks 3 & 5]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> - leakages • 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 - fire, chemical and electrical hazards - exposed cables, extension leads and wires - damaged carpets - falling objects - noise - vibration - poor ventilation • working <ul style="list-style-type: none"> - alone - with electricity • 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 the wrong techniques/procedures - ignoring safety rules and signs - taking short cuts - knowingly using unsafe equipment. <p>Knowledge of designated personnel in relation to hazard identification and control within the workplace/company/store.</p>	<p>Class discussion:</p> <ul style="list-style-type: none"> • who is responsible for hazard identification and control in the workplace? • appropriate procedures for reporting hazards.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<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 point-of-sale monitor screens or rubber mats) • Level 3 – other controls: <ul style="list-style-type: none"> - adopt administrative controls and safe work practices - use PPE. 	<p>Class discussion – strategies to control or eliminate risks in the workplace.</p> <p>Class or group activity – 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>Individual or pairs activity – apply the hierarchy of risk control for a case study then report findings to the class. [Task 10]</p> <p>Pairs or small groups activity – students are to perform a risk assessment of a tool or piece of equipment and/or</p> <p>Hypothetical – form an OHS committee and conduct a mock OHS audit of a section of the school or a retail services work environment.</p> <p>[Link to Task 5 and/or 18]</p> <p>Work placement activity – access a workplace/company/store policy and procedures for risk control in the workplace and compare with classmates. [Link to Task 1]</p>
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.4 Identify potential manual handling risks and manage tasks according to store policy.</p>	<p>Safe manual handling</p> <p>An awareness of legal requirements for weight limits.</p> <p>A knowledge of correct manual handling techniques when:</p> <ul style="list-style-type: none"> • moving • lifting/carrying <ul style="list-style-type: none"> - individually - in pairs - with a team • using tools/equipment • placing items down • loading/unloading 	<p>Handout.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • the importance of correct manual handling techniques • the consequences of incorrect manual handling • the use of appropriate mechanical aids. <p>Demonstration or video/DVD – correct manual handling techniques.</p> <p>Handout – outlining correct manual handling techniques for a range of items and situations likely to occur in the workplace.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> - into general storage - in/out of transport - to/from raised work area • working at heights • bending and twisting • using mechanical aids/lifting equipment • transferring hazardous materials • undertaking repetitious tasks. <p>OHS considerations for the use and operation of lifting equipment:</p> <ul style="list-style-type: none"> • danger to self and others • hazard identification and risk control measures • load restraints • qualifications/licence and training for the operator. <p>An understanding of the safe and secure placement of materials on moving/lifting equipment.</p> <p>Correct use/application of lifting equipment for manual handling:</p> <ul style="list-style-type: none"> • hand trolleys • motorised/hand pallet trucks (not sit on) • scissor lifts • hand carts. 	<p>Internet activity – visit the WorkCover NSW Safety Zone interactive website: http://workcover.cadre.com.au/index_1st.html and view 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>[Link to Tasks 3 & 4]</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • identify the different types of lifting equipment used in the retail services industries • OHS considerations • safe and secure placement of materials/goods. <p>Class discussion and demonstration as appropriate.</p>
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.3 Manage dangerous goods and substances according to store policy and relevant legislation.</p>	<p>Safe materials handling</p> <p>A basic awareness of legislation:</p> <ul style="list-style-type: none"> • <i>OHS Amendment (Dangerous Goods) Act 2003</i> (NSW) • <i>OHS Amendment (Dangerous Goods) Regulation 2005</i> (NSW). 	<p>Identify the main requirements of the legislation.</p> <p>[Link to Task 9]</p>

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<p><i>SIRXCLM001A Organise and maintain work areas</i></p> <p>2 Clean work area</p> <p>2.6 Maintain equipment and consumable materials and store correctly after use.</p>	<p>How and where to obtain required material safety data sheet (MSDS).</p> <p>Interpretation of product labels and MSDS for the safe preparation and use of dangerous goods and hazardous substances:</p> <ul style="list-style-type: none"> • directions and precautions for use • recommended dosage and dilution of chemicals • safe handling requirements • first aid • calculating quantity required • disposal methods • suitable storage item/container. <p>Appropriate storage of chemicals, hazardous substances and flammable materials including:</p> <ul style="list-style-type: none"> • secure storage • separate well lit and ventilated storeroom 	<p>Class discussion.</p> <p>Define: MSDS.</p> <p>Overhead:</p> <ul style="list-style-type: none"> • information provided in an MSDS • how/where to locate MSDS. <p>Visual stimulus:</p> <ul style="list-style-type: none"> • sample MSDS for material/s that the students will encounter during their retail services industries course • visit website: www.msds.com.au <p>Allocate to each student one material that they are likely to encounter in a retail services workplace. They are to contact the supplier/manufacture (by telephone, letter, website, etc) to obtain the MSDS. Prior to the material being used, the student will provide the class with a copy of the MSDS and brief the other students on the main points and safe use. [Task 17]</p> <p>Visual stimulus – samples of product labels and MSDS.</p> <p>Class discussion.</p> <p>Guest speaker (for example school Science lab assistant/ teacher) – discuss and demonstrate storage of chemicals,</p>

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	<ul style="list-style-type: none"> • sealed, labelled containers with direction for use and first aid directions • hazchem labels • always follow manufacturer's or workplace/company/ store instruction on containers • never mix chemicals. 	hazardous substances and flammable materials within the school.
<p><i>SIRXCLM001A Organise and maintain work areas</i></p> <p>1 Organise work area</p> <p>1.1 Maintain work areas in a safe, uncluttered and organised manner according to store policy and procedures.</p> <p>1.2 Carry out all routines safely, effectively and efficiently with minimum inconvenience to customers and staff according to store policy.</p> <p>1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.</p> <p>2 Clean work area</p> <p>2.1 Apply store policy and procedures for personal hygiene.</p> <p>2.2 Apply store policy and procedures for cleaning of work area.</p> <p>2.3 Remove and dispose of waste promptly according to store policy and legislative requirements.</p> <p>2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy and legislative requirements.</p> <p>2.5 Promptly display signage in regard to unsafe areas.</p> <p>2.6 Maintain equipment and consumable materials and store correctly after use.</p> <p>2.7 Use and clean tools and equipment (including guards) according to manufacturer instructions</p>	<p>Housekeeping in a retail services work environment</p> <p>The importance of housekeeping and clean-up procedures with proper consideration of OHS and the environment.</p> <p>Workplace/company/store housekeeping program:</p> <ul style="list-style-type: none"> • cleaning schedules • appropriate times for cleaning • reporting faults or problems in relation to work area and/or cleaning equipment to appropriate personnel <ul style="list-style-type: none"> - supervisor/team leader - maintenance - manufacturer. <p>Workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> • tidying and cleaning work areas • placing items in designated areas • personal hygiene 	<p>Define:</p> <ul style="list-style-type: none"> • 'housekeeping'. <p>Class debate – to highlight the importance of good housekeeping in the retail services industries (eg 'Good housekeeping is only for five-star star hotels').</p> <p>Introduce the concepts of good housekeeping and safe and environmentally friendly clean-up procedures.</p> <p>Discuss the relationship between cleaning and the quality of service in a hospitality enterprise.</p> <p>Examine the cleaning schedule for a retail services workplace/ company/store, discussing:</p> <ul style="list-style-type: none"> • type of cleaning undertaken in various dry and wet areas • regularity of cleaning • time of day cleaning is undertaken • provisions for accountability. <p>[Link to Task 1]</p> <p>Design a roster/schedule for housekeeping in a retail services environment. [Link to Task 14]</p>

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<p>and legislative requirements.</p> <p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures</p> <p>1.3 Manage dangerous goods and substances according to store policy and relevant legislation.</p>	<ul style="list-style-type: none"> • use, maintenance and storage of tools and equipment • use and storage of consumable materials • disposal of waste. <p>Organisation, maintenance and cleaning of a range of work areas:</p> <ul style="list-style-type: none"> • counters • benches • point-of-sale terminals and work areas • preparation and storage areas • walkways and aisles • fixtures and displays. <p>A range of cleaning techniques:</p> <ul style="list-style-type: none"> • wiping • washing • brushing • sweeping • scraping • use of cleaning agents (chemicals, solvents and detergents). <p>A range of cleaning agents:</p> <ul style="list-style-type: none"> • general and spot cleaning agents • cleaning agents for specialised surfaces (such as window and glass cleaners) • disinfectants • pesticides • deodorises • furniture and floor polishes. <p>A range of cleaning equipment:</p> <ul style="list-style-type: none"> • vacuum • brooms and brushes • mops and buckets • dusters • cleaning cloths • garbage receptacles. 	<p>Discuss the specific cleaning needs and safety requirements, (such as barricading the cleaning area).</p> <p>Practical exercises – to gain experience cleaning a range of work areas.</p> <p>Brainstorm – cleaning techniques, agents and equipment and situations in which their use is most appropriate.</p> <p>Prepare a table of the properties and use of the cleaning agents and chemicals listed.</p> <p>Practical exercises – to gain experience using different cleaning techniques, cleaning agents and cleaning equipment.</p> <p>Demonstrate safe and appropriate use of a range of cleaning agents and equipment in accordance with enterprise procedures and manufacturers’ guidelines.</p> <p>Explain and demonstrate the cleaning of a piece of equipment. Develop a maintenance checklist for cleaning equipment.</p> <p>Discuss the process that should be followed when an equipment fault has been identified.</p>

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	<p>Use, maintenance and storage of cleaning equipment:</p> <ul style="list-style-type: none"> • wiping down and cleaning • washing and rinsing • sanitising • drying out • dismantling and reassembling • emptying • routine maintenance in accordance with planned, preventative maintenance program • storing. <p>Environmental considerations for dealing with waste:</p> <ul style="list-style-type: none"> • recycling: <ul style="list-style-type: none"> - paper-based products - plastic - metal components • approved disposal of: <ul style="list-style-type: none"> - hazardous material - non-hazardous material. <p>An awareness of procedures for minimisation of impact on the environment:</p> <ul style="list-style-type: none"> • removal and disposal of non-reusable materials in a responsible manner <ul style="list-style-type: none"> - work materials - chemicals • safe storage of reusable materials in accordance with workplace/company/store policy • containment of loose materials in the workplace (such as litter and waste material). 	<p>Investigation of recycling and approved waste disposal options available for the retail services industries.</p> <p>Work placement activity – investigate clean-up procedures including methods used to clean tools and equipment and work areas, recycling and/or disposal of waste and storage of materials, tools and equipment. [Link to Task 1]</p>
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>1 Observe basic safety procedures 1.2 Identify and report unsafe working practices,</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 	<p>Class discussion:</p> <ul style="list-style-type: none"> • advantages and disadvantages of types of reporting (formal

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<p>including faulty plant and equipment according to store policy and procedures.</p> <p><i>SIRXCLM001A Organise and maintain work areas</i></p> <p>2 Clean work area</p> <p>2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy and legislative requirements.</p>	<ul style="list-style-type: none"> • verbal • written <ul style="list-style-type: none"> - safety inspection reports - checklists - accident reports - WorkCover NSW notification - registers/logs/files. <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>versus informal, verbal versus written, combinations)</p> <ul style="list-style-type: none"> • identify situations in which the different types of reporting should occur. <p>Review a range of sample workplace documents for recording and reporting incidents.</p> <p>Complete sample written form.</p> <p>[Link to Task 13]</p> <p>Case studies – review a range of scenarios and identify when and how the issue(s) should be reported and the appropriate person(s) to whom the report should be directed.</p> <p>Investigate WorkCover NSW notification requirements.</p>
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>2 Observe basic emergency procedures</p> <p>2.1 Follow fire and emergency procedures, including store evacuation, according to store policy and relevant legislation.</p>	<p>Emergency situations</p> <p>Emergency situations:</p> <ul style="list-style-type: none"> • bomb threats • accidents/serious injury/illness • robbery • fire • armed hold-up • natural disasters. 	<p>Brainstorm – types of emergency situations that may affect a retail services workplace.</p> <p>Class discussion – ways in which people, both employees and customers, may react in emergency situations.</p> <p>Small group activity:</p> <ul style="list-style-type: none"> • allocate an emergency situation to each group • for each emergency situation, students are to develop a mind map identifying the potential risks • groups report back to the class.

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	<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/store policies and procedures <ul style="list-style-type: none"> - evacuate - secure building • reporting. <p>A basic knowledge of:</p> <ul style="list-style-type: none"> • established first aid principles <ul style="list-style-type: none"> - DRABCD – danger, response, airway, breathing, CPR and defibrillator (if available) • generalised principles of first aid management <ul style="list-style-type: none"> - assessing location and nature of the work environment and emergency situation - minimising the risk of further injury or injury to others - minimising movement of the casualty - assessment of injuries - seeking assistance appropriate to the situation including raising the alarm with emergency services and/or health professionals 	<p>Internet activity – access the ‘schools’ section of the Emergency Management Australia’s website to discover types of emergency events in NSW or the local area: www.ema.gov.au/agd/ema/emaSchools.nsf</p> <p>Class activity – devise a flow chart showing the school’s emergency procedures.</p> <p>View a copy of the school’s policy and procedures for dealing with emergencies:</p> <ul style="list-style-type: none"> • identify the roles of each participant in the emergency plan • how would these differ in a retail services environment? <p>Work placement activity – obtain a copy of your employer’s documentation for dealing with emergencies. [Link to Task 1]</p> <p>Practical task – evacuation of a site or an area through simulated response to an emergency, complying with workplace procedures. [Task 6]</p> <p>Guest speaker – first aid officer or ambulance officer.</p> <p>Work placement activity – inquire about the workplace/ company/store provisions for first aid. Compare with other students’ experience on return to the classroom.</p> <p>[Link to Tasks 1 & 3]</p>

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	<ul style="list-style-type: none"> - locating and using available first aid equipment or other suitable alternative resources - providing essential first aid - providing basic life support measures (CPR) - reassuring the casualty in a caring and calm manner - making casualty as comfortable as possible using available resources - monitoring patient's signs of life such as: conscious, responsive, breathing normally, moving - monitoring unresolved dangers of the area where the injury occurred. 	
<p><i>SIRXOHS001A Apply safe working practices</i></p> <p>2 Observe basic emergency procedures</p> <p>2.1 Follow fire and emergency procedures, including store evacuation, according to store policy and relevant legislation.</p> <p>2.2 Identify designated personnel responsible for first aid and evacuation procedures.</p>	<p>Assistance in an emergency</p> <p>How and when to seek assistance.</p> <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>Knowledge of emergency contact numbers: '000' – landline number '112' – mobile phones.</p>	<p>Brainstorm – list a range of organisations and/or personnel who may be called upon in an emergency situation.</p> <p>Handout – outlining the main roles of relevant personnel.</p> <p>For the various emergency situations discussed earlier, identify to whom (and in which order) they should be reported.</p> <p>Guest speaker(s) – emergency personnel to discuss with the students the roles of emergency services and other personnel in an emergency situation.</p> <p>[Link to Task 6]</p> <p>Class discussion – use and misuse of emergency numbers.</p>

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	<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>Role-play – reporting of an emergency situation to the appropriate emergency service. [Task 6]</p>