

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 may be grouped which relate to a particular aspect of primary industries, for example:

- working in the industry.

Programs can be developed using a theme related to primary industries, such as:

- fencing
- farm safety
- crops
- horses
- horticulture
- climate
- poultry.

	<ul style="list-style-type: none">• occupational health and safety (OHS)• organisational structure• productive work environment• quality assurance• rights and responsibilities• safe work practices• teamwork• time and task management• work ethic• work management tools• work schedules• workplace activities• workplace change• workplace diversity• workplace policies and practices• workplace relations.	
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Assessment:

Unit/Element of competency	Possible assessment strategy
<p>RTC2705A Work effectively in the industry</p>	<p>Assessment Task 1 <i>A team project investigating sectors of the industry</i></p> <ul style="list-style-type: none"> • Each team chooses one industry sector. Examples include: <ul style="list-style-type: none"> Rural production <ul style="list-style-type: none"> livestock (sheep or beef cattle or dairy or poultry) crops (grain or sugar cane or cotton) Horticulture <ul style="list-style-type: none"> production horticulture (pome and stone fruit or citrus or vegetables) amenities horticulture (nurseries or parks and gardens or arboriculture or turf) Conservation and land management <ul style="list-style-type: none"> weed control vertebrate pest control parks and wildlife natural area restoration conservation earthworks • Each team develops a research report and class presentation which includes: <ol style="list-style-type: none"> 1. a description of the size and extent of the industry sector in Australia. <p>This can include the value of the industry to the Australian economy, the number of people employed, the area of land used, the total amount of annual production, the domestic and export markets, the size of world production and a map showing the geographical distribution of the industry in Australia.</p> 2. the type of production that occurs in the industry sector. <p>Eg sheep industry production includes sheep meats (lamb and mutton), live sheep, sheep milk, leather and wool. Also by-products and niche market products such as lanolin from wool, stud sheep, semen, embryos and offal.</p> 3. the marketing chain that extends from the industry sector. <p>Eg the marketing chain that extends from livestock industries includes livestock carriers, stock and station agents, saleyards, abattoirs, meat wholesalers, retail butchers, supermarkets and consumers. The marketing chain will have a number of branches.</p> 4. businesses associated with the industry sector including those that service the industry sector. <p>Eg the grain industry has associated industries which include fertiliser manufacture and supply, grain and fertiliser transport, machinery manufacturing, machinery service and repair, agronomist extension services, marketing boards, chemical manufacturing and distribution, spray contractors.</p> • Each team provides a summary report of their presentation. Each team member participates in the presentation to the class • Each team member completes an evaluation of the team activity. This should be an individual report by each team member reflecting on the team activity and their own contribution to the project. This might include discussion

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	<p>around leadership, benefits of working as a team, problems encountered working in the team, how problems were overcome, suggested changes if they worked as a team again, time management, identifying and meeting team goals, dealing with differences, etc.</p> <p>Assessment task 2 <i>A short profile report on a specific job in a selected industry sector</i></p> <p>The profile should document:</p> <ul style="list-style-type: none"> • the skills required to perform the job effectively • the education and training requirements necessary to achieve the required skills to do the job • career paths from this job within the industry.
<p>RTC2702A Observe environmental work practices</p>	<p>Assessment task 3 <i>Report on environmental issues for a sector of the industry</i></p> <p>Outline the environmental issues that are threatening the long-term sustainability of the chosen sector. Indicate the extent to which these environmental issues will affect the industry and the steps that are being taken to address the environmental concerns. Report findings to the class.</p> <p>(Environmental issues to consider include sustainability, biodiversity, waste management, energy usage/efficiency, dryland salinity, water resource management, fire management, conservation, natural resource management and recycling.)</p>
<p>RTC2801A Participate in workplace communications</p>	<p>Assessment task 4 <i>Work placement journal</i></p> <p>During work placement, keep a journal of activities that you observed or participated in. Headings to use in your journal include:</p> <ul style="list-style-type: none"> • methods used to give and distribute work instructions • role of immediate supervisor in the enterprise • examples of formal and informal communication processes used in the enterprise • samples of workplace records and documents kept on a day-to-day basis (such as diary and notebook entries, machinery maintenance sheets, time sheets, crop and livestock records or any other type of document which demonstrates recording keeping in the workplace) • work practices adopted specifically for environmental reasons (this could be something as simple as planting trees, use of conservation tillage equipment or more sophisticated processes such as chemical storage sheds and wash down bays) • type of work you performed each day and the working conditions under which this work was performed • employer’s expectations in terms of punctuality, dress codes, times of work and OH&S policies and procedures.

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2702A Observe environmental work practices</i></p> <p>2 Contribute to improved environmental work practices 2.2 Information is gathered and improvements are suggested to support the development of improved workplace approaches to environmental practices.</p> <p><i>RTC2705A Work effectively in the industry</i></p> <p>1 Obtain information about the industry 1.1 Sources of information about the industry are correctly identified and accessed. 1.2 Information to assist effective and safe work performance within the industry is collected. 1.3 Specific information on sector of work is obtained and updated.</p> <p><i>RTC2801A Participate in workplace communications</i></p> <p>3 Obtain and provide information in response to workplace requirements 3.1 Specific, relevant information is obtained.</p>	<p>Industry knowledge</p> <p>Range of different sectors in the industry</p> <ul style="list-style-type: none"> • agriculture <ul style="list-style-type: none"> – crop production – livestock production • horticulture <ul style="list-style-type: none"> – production horticulture – amenity horticulture • conservation and land management. <p>Importance of updating industry information in order to:</p> <ul style="list-style-type: none"> • maintain professionalism • ensure quality service • promote products and services. <p>Basic research skills in order to:</p> <ul style="list-style-type: none"> • identify relevant information • develop questioning techniques to obtain information <ul style="list-style-type: none"> – open questions – closed questions – reflective questions • sort, summarise and present information. <p>How to access and validate sources of information relevant to the sectors, workplace tasks and environmental issues. Sources:</p> <ul style="list-style-type: none"> • libraries • industry journals, magazines and trade publications 	<p>Class discussion and board summary.</p> <p>Link to assessment task 1. (To demonstrate to students what is required in this project, it is advisable to have a case study prepared covering the points required in the task. Suggestion – choose the average livestock/grain mixed farm that exists in NSW.)</p> <p>Class discussion:</p> <ul style="list-style-type: none"> – how can you keep your industry knowledge up-to-date? – why is it important? – if you were the supervisor, how would you encourage your staff to update their industry knowledge? – there are many sources of information available – what are the types you can use to obtain information about the primary industries sector? <p>Link to assessment tasks 1, 2 and 3.</p> <p>Guest speaker – school librarian – workshop – basic research skills and sources of information.</p> <p>Students are required to access a range of sources of information when completing their assessment tasks.</p> <p>Class discussion – consider best source to access in a range of situations.</p>

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	<ul style="list-style-type: none"> • reference books • newspapers • seminars • training courses • the media • statistical data • internet/websites • unions • industry associations • relevant government and non-government agencies, including <ul style="list-style-type: none"> – Environment Protection Authority (EPA) – NSW Agriculture – NSW Department of Sustainable Natural Resources – Australian Conservation Foundation – Wilderness Society – Department of Agriculture, Fisheries and Forestry – National Parks and Wildlife – LandCare Australia/NSW. • legislation • personal observation and experience • colleagues, supervisors and managers • workplace policies, procedures and manuals • industry contacts, mentors and advisors/experts. <p>Basic knowledge of industry sectors</p> <ul style="list-style-type: none"> • the role and size of each sector • examples of <ul style="list-style-type: none"> – types of production in each sector – businesses specific to each sector • relationships between the sectors. 	<p>Navigate the internet to identify the primary role/responsibility of each agency listed and identity useful sites (see Resource List) on a range of workplace issues and tasks.</p> <p>Link to assessment task 1.</p>

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<p><i>RTC2702A Observe environmental work practices</i></p> <p>1 Follow environmental workplace practices 1.1 Workplace practices and work instructions relating to potential environmental impacts are recognised and followed and clarification is sought where necessary. 1.3 Relevant legislation, codes and national standards that impact on workplace environmental practices are recognised and followed.</p> <p>2 Contribute to improved environmental work practices 2.3 Environmental issues and their relationship to workplace practices are discussed in the workplace with colleagues and designated personnel.</p> <p>3 Recognise and report on a potential environmental threat 3.1 Signs or symptoms of the potential environmental threat are recognised.</p>	<p>Environmental issues</p> <p>A basic awareness of current environmental issues</p> <ul style="list-style-type: none"> • sustainability • biodiversity • waste management • energy usage/efficiency • dryland salinity • water resource management • fire management • conservation • natural resource management • recycling • habitat protection • air quality • land contamination • noise pollution • soil degradation. <p>Environmental hazards/threats</p> <ul style="list-style-type: none"> • chemical/gas spillage/leakage • faulty equipment/machinery • natural disasters including flood and fire • wildlife habitat destruction • sediment and nutrient discharge into waterways • waste discharge into waterways • pollution • soil erosion • inappropriate human interaction. 	<p>Define and briefly discuss each environmental issue. (Ensure environmental concepts are considered as an integral part of primary industries not just a side consideration.)</p> <p>Link to assessment task 3.</p> <p>Class handout – internet sites and library resources on environmental issues.</p> <p>Examine the consequences of the following:</p> <ul style="list-style-type: none"> – emptying surplus chemical tank mixes (where too much has been prepared for crop application) onto open soil areas – lighting cigarettes in open areas during high fire risk periods – cutting up dead trees and logs for firewood – killing snakes and other native fauna – cutting down native trees – disposing of empty chemical containers on a farm tip – dumping farm rubbish and dead livestock into erosion gullies – cultivating soils that are very dry – operating tractors that are blowing black fumes due to poor injector maintenance – ploughing out stands of native pastures – irrigation pump leaking diesel into a waterway.

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	<p>Signs/symptoms of a potential environmental threat</p> <ul style="list-style-type: none"> • land clearing • weeds • pests • water quality • soil erosion • salinity • loss of natural habitat • species loss • plant health • plant density • animal and plant death • air quality • algal blooms. <p>A basic understanding of the main features of relevant environmental legislation and their amendments</p> <ul style="list-style-type: none"> • <i>National Parks and Wildlife Amendment Act 2001</i> (NSW) – this act amends the <i>National Parks and Wildlife Act 1974</i> (NSW) • <i>National Parks and Wildlife Regulation 2002</i> (NSW) • <i>Protection of the Environment Operations Act 1997</i> (NSW) • <i>Threatened Species Conservation Amendment Act 2002</i> (NSW) – this act amends the <i>Threatened Species Conservation Act 1995</i> (NSW) • <i>Water Management Act 2000</i> (NSW). <p>An awareness of the roles/responsibilities of the Environment Protection Authority (EPA).</p>	<p>Brainstorm:</p> <ul style="list-style-type: none"> – signs and symptoms of environmental threats that may be encountered in the workplace <p>Class discussion:</p> <ul style="list-style-type: none"> – reporting information/observation to supervisor and/or appropriate authorities. <p>Discuss the purpose of the legislation and summarise key points as it applies to the rural sector (see Support document for sample and Resource list for relevant websites).</p> <p>Guest speaker – National Parks and Wildlife – practical application of legislation, discussion of environmental issues and positive workplace practices.</p> <p>Guest speaker – EPA – role and responsibility, practical application of legislation, discussion of environmental issues and positive workplace practices.</p>
<p><i>RTC2705A Work effectively in the industry</i></p> <p>1 Obtain information about the industry 1.5 Employment terms and conditions are</p>	<p>Working in the industry – careers, workplace relations and practices</p> <p>Personal attributes and work ethics of industry staff</p>	<p>Define personal attribute, work ethic and interpersonal</p>

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<p>defined.</p> <p>1.6 Career pathways within the industry are identified.</p> <p>2 Observe employment requirements</p> <p>2.4 Dress and personal requirements comply with workplace standards.</p> <p>2.5 Punctuality in work attendance is observed.</p> <p>5 Promote workplace co-operation</p> <p>5.1 Responsibilities and duties are undertaken in a positive manner to promote co-operation and good relationships.</p>	<ul style="list-style-type: none"> • punctuality and attendance • honesty • attention to detail • personal presentation • attitude • confidentiality • consistency of work • appropriate behaviour and attitudes. <p>Interpersonal skills.</p> <p>A range of career pathways within the industry and an awareness of education and training required.</p> <p>Employment terms and conditions</p> <ul style="list-style-type: none"> • contract of employment • awards • enterprise agreements • workplace agreements. 	<p>skills.</p> <p>Small group discussion and report back to class on the personal attributes and interpersonal skills that are needed for employment in primary industries.</p> <p>Link to assessment task 2.</p> <p>Ensure a variety of jobs are selected from a range of industry sectors. Students present their findings to the class. Consider a novel approach such as role-play where students present themselves (dressed appropriately with props) as the person in the specific job identified.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> – how can being multiskilled assist with career opportunities? <p>Handout – industrial relations terms.</p> <p>View sample of an award, contract and agreement.</p> <p>Describe the employment conditions of a person employed as:</p> <ul style="list-style-type: none"> – farm hand – parks and wildlife officer – shearer – dairy farmer – sales person (farming equipment) – jack/jillaroo – nursery attendant. <p>Link to assessment task 4.</p>

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	<p>Workplace relations</p> <ul style="list-style-type: none"> • employer groups <ul style="list-style-type: none"> – NSW Farmers Association – Nursery Industry Association of Australia – National Farmers Federation • unions <ul style="list-style-type: none"> – The Australian Workers Union. 	<p>Prior to work placement, class discussion on their perception and expectations of:</p> <ul style="list-style-type: none"> – industry working conditions – personal attributes required – work ethics – employer requirements – industrial relations issues. <p>Following work placement, compare preliminary perceptions with information obtained during their work placement.</p> <p>View web pages for groups listed. Identify the main role/responsibility of employer groups.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> – what is the union that covers workers in primary industries? – what is its purpose? – what kind of advice does it provide?
<p><i>RTC2702A Observe environmental work practices</i></p> <p>1 Follow environmental workplace practices</p> <p>1.1 Workplace practices and work instructions relating to potential environmental impacts are recognised and followed, and clarification is sought where necessary.</p> <p>1.2 Changes to work practices and procedures are responded to positively and promptly in accordance with enterprise requirements.</p> <p>2 Contribute to improved environmental work practices</p> <p>2.1 Suggestions are made to designated</p>	<p>Workplace practices</p> <p>Factors impacting on workplace practices</p> <ul style="list-style-type: none"> • occupational health and safety (OHS) policy and procedures • legislation • duty of care • workplace agreements • environmental policies • industry standards • enterprise codes of practice. <p>Differences in workplace practices between enterprises and geographic locations.</p> <p>Impact of technology on:</p> <ul style="list-style-type: none"> • employment 	<p>Class activity – develop a mind map for each factor identifying its impact on workplace practices.</p> <p>Link to assessment task 4.</p> <p>Students share their work placement experiences (link to assessment task 4).</p> <p>Brainstorm examples of current and emerging technology in various areas (eg livestock – electronic ear tags,</p>

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<p>personnel for improvements to workplace practices where possible.</p> <p>2.4 Contributions to the review of environmental practices and policies are made within limits of responsibility.</p> <p><i>RTC2705A Work effectively in the industry</i></p> <p>1 Obtain information about the industry 1.4 Industry and OHS information is correctly applied to day-to-day work activities.</p> <p>2 Observe employment requirements 2.1 Industry developments are used in workplace context to improve quality, productivity and conditions. 2.2 Work practices comply with Codes of Practice and workplace expectations. 2.3 Faults and abnormalities in workplace practices are recognised and remedial action is taken to enterprise requirements.</p>	<ul style="list-style-type: none"> • industry environment • market conditions • productivity • cost-effectiveness • decision-making • new markets. <p>Strategies for minimisation of potential negative environmental impacts and improved workplace practices</p> <ul style="list-style-type: none"> • environmental hazard and risk identification and reporting • avoidance or minimisation strategies such as <ul style="list-style-type: none"> – regular maintenance of machinery and equipment – use of biodegradable/non-toxic substances • waste minimisation/reduction such as <ul style="list-style-type: none"> – recycling – use of recycled and recyclable products • improvement strategies • environmental monitoring • emergency procedures • sustainable farming • resource efficiency • habitat protection. <p>Action/strategies to address faults and abnormalities in workplace practices</p> <ul style="list-style-type: none"> • reporting (verbal and non-verbal) • regular maintenance • rectifying faults • use of manuals • training • technical support. 	<p>cropping – precision farming, horticulture – computer-controlled glasshouses, conservation and land management – satellite imagery).</p> <p>Using technology examples identified above, briefly discuss their advantages and disadvantages and the impact of technology on each content point.</p> <p><i>Encourage students to consider how they can positively influence the broader issues they may encounter in the workplace. The intent of any learning experience is to allow students to develop work practices that have a positive impact on the environment, acknowledging their personal responsibility and contribution.</i></p> <p>Brainstorming exercise supported by class notes/handout – workplace practices that have a positive impact on the environment.</p> <p>Worksheet – workplace scenarios where students are required to suggest strategies for improvement.</p> <p>Link to assessment tasks 3 and 4.</p> <p>Case study scenarios – decide which action/strategy is most appropriate in a range of day-to-day work activities.</p> <p>Class discussion: when making suggestions for improvements to workplace practices, who are the ‘designated personnel’ that you should discuss/report your ideas?</p>

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<p><i>RTC2705A Work effectively in the industry</i></p> <p>3 Accept responsibility for quality of own work 3.2 Workplace code of conduct is adhered to.</p> <p>5 Promote workplace co-operation 5.1 Responsibilities and duties are undertaken in a positive manner to promote co-operation and good relationships. 5.2 Co-operation with others is conducted in a courteous manner and is appropriate to culture, special needs and linguistic background and position in the organisation.</p> <p>6 Contribute to a productive work environment 6.4 Contribution of individuals of different gender and social and cultural backgrounds is recognised and sought. 6.5 The principles of equal employment opportunity are observed and implemented. 6.6 Work is consistent with workplace standards relating to anti-discrimination and workplace harassment.</p> <p><i>RTC2801A Participate in workplace communication</i></p> <p>1 Follow routine spoken messages 1.2 Instructions/procedures are followed in appropriate sequence for tasks and in accordance with information received.</p>	<p>Working collaboratively in the industry</p> <p>Organisational/hierarchical structures within enterprises.</p> <p>Appropriate lines of reporting, communication and sources of advice within the workplace.</p> <p>Industry standards for workplace interactions</p> <ul style="list-style-type: none"> • being efficient, effective responsive, courteous and supportive • using correct forms of greeting, identification and address • presenting the enterprise in a positive way • discretion • confidentiality • structured follow-up procedures. <p>Cultural diversity</p> <ul style="list-style-type: none"> • appreciation of how cultural diversity contributes to differing social values, expectations and customs • importance of respecting cultural differences and adopting a sensitive approach in the workplace • proactive strategies to promote workplace diversity. 	<p>Provide a range of industry/enterprise samples.</p> <p>Work placement activity – students to prepare an organisational flowchart for the enterprise.</p> <p>Class discussion.</p> <p>Class discussion and role-plays.</p> <p>Individual activity and feedback to class: what difficulties have you or might you experience on an overseas holiday?</p> <p>Define cultural diversity.</p> <p>Share personal profile of cultural background:</p> <ul style="list-style-type: none"> – place of birth – parents’ birthplace – language spoken at home – food preferences – events celebrated through the year – family members roles and responsibilities – difficulties encountered. <p>Small group discussion and feedback to class – discuss benefits of a multicultural society and workplace.</p>

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<p>2 Perform workplace duties following routine written notices 2.3 Clarification is sought from workplace supervisor on all occasions when any instruction/ procedure is not understood.</p> <p>3 Obtain and provide information in response to workplace requirements 3.5 Personal interaction is courteous and inquiries carried out clearly and concisely.</p> <p>5 Participate in workplace meetings and discussions 5.4 Workplace interactions are conducted in a courteous manner appropriate to cultural background and authority in the enterprise procedures.</p>	<p>Special needs of colleagues and customers</p> <ul style="list-style-type: none"> • people with disabilities • people from a non-English speaking backgrounds • elderly people. <p>An awareness of legal ramifications of inappropriate workplace conduct.</p> <p>Forms of bullying and harassment in the workplace</p> <ul style="list-style-type: none"> • sexual • verbal • physical • psychological. <p>A basic understanding of the principles of anti-discrimination legislation</p> <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> (NSW) • <i>Sex Discrimination Act 1984</i> (Cth) • <i>Racial Discrimination Act 1975</i> (Cth) • <i>Disability Discrimination Act 1992</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination.</p>	<p>Discuss a variety of strategies to promote workplace diversity.</p> <p>Small group activity – design a marketing concept/slogan to promote cultural diversity in a primary industries enterprise.</p> <p>Explain the difference between internal and external customers.</p> <p>Brainstorm types of customers and colleagues.</p> <p>Explain the difference between needs, expectations and preferences.</p> <p>Discuss ways to determine customer needs.</p> <p>Identify the special needs and key strategies to deliver quality service.</p> <p>Class discussion.</p> <p>Handout.</p> <p>Handout – brief summary of the principles, roles and responsibilities of employees and employers (see Resources list for suitable websites).</p> <p>Case study analysis and/or video stimulus.</p>

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	<p>A basic understanding of the principles of equal employment opportunity (EEO) legislation</p> <ul style="list-style-type: none"> • <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth) • <i>Affirmative Action (Equal Employment Opportunity for Women) Act 1986</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to EEO.</p> <p>Workplace policies and procedures to prevent discrimination and harassment in the workplace.</p> <p>Recourse in the event of inappropriate conduct</p> <ul style="list-style-type: none"> • reporting complaints • grievance procedures • disciplinary action. <p>Strategies for the promotion of cooperative working environments</p> <ul style="list-style-type: none"> • good communication • mutual respect • understanding roles and responsibilities • positive working relationships • application of codes of conduct • application of workplace policies and procedures • teamwork. 	<p>Handout – brief summary of the principles, roles and responsibilities of employees and employers (see Resources list for suitable websites).</p> <p>Case study analysis.</p> <p>Outline generic guidelines and advice.</p> <p>Work placement activity (link to assessment task 4).</p> <p>Develop flowchart to outline grievance procedures in a workplace.</p> <p>Class discussion – describe your ideal workplace (consider culture and climate).</p>
<p><i>RTC2705A Work effectively in the industry</i></p> <p>6 Contribute to a productive work environment 6.2 Information relevant to work is shared with colleagues/co-workers to ensure</p>	<p>Communication</p> <p>Importance of communication in primary industries.</p> <p>Brief overview of the communication process.</p>	<p>Class discussion:</p> <ul style="list-style-type: none"> – identify components of the communication process – briefly discuss the role and importance of each component

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<p>designated work goals are met.</p> <p><i>RTC2801A Participate in workplace communication</i></p> <p>1 Follow routine spoken messages 1.1 Required information is gathered by listening, and is correctly interpreted. 1.3 Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood.</p> <p>3 Obtain and provide information in response to workplace requirements 3.2 Important information is interpreted correctly. 3.3 Information is written completely, accurately and legibly. 3.4 Sources of required information are identified and appropriate contact established.</p> <p>5 Participate in workplace meetings and discussions 5.2 Own opinions are clearly expressed and those of others are listened to without interruption.</p>	<p>Types of communication</p> <ul style="list-style-type: none"> • verbal • non-verbal • written. <p>Modes/channels of communication</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> – face-to-face/one-on-one communication – telephone – 2-way radio – mobile phone – answering machine – paging systems – seminars – team meetings – daily conversation • non-verbal <ul style="list-style-type: none"> – gestures – signals – signs – diagrams • written <ul style="list-style-type: none"> – direct mail/letters – electronic/internet/intranet (e-mail, corporate websites and e-newsletters) – facsimile – memos – enterprise newsletters – workplace forms. <p>Barriers to effective communication</p> <ul style="list-style-type: none"> • negative subtext • bias and stereotyping • lack of empathy • gender issues • individual differences 	<p>– identify different forms of each type of communication.</p> <p>Provide students with opportunities to select and correctly use a range of communication media in a variety of potential and real situations in the workplace.</p> <p>Stimulus material (eg comic strip, cartoon, snippets from a movie or TV show, video on topic) to promote discussion of barriers to effective communication.</p>

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	<ul style="list-style-type: none"> • inconsistency • emotions • physical barriers eg noise • inattention • pressure of time. <p>Effective communication skills and techniques</p> <ul style="list-style-type: none"> • verbal communication <ul style="list-style-type: none"> – appropriate language – clear voice – audible volume – courteous tone – targeted to audience • questioning <ul style="list-style-type: none"> – open questions – closed questions – reflective questions • listening <ul style="list-style-type: none"> – active listening – barriers to effective listening • non-verbal communication <ul style="list-style-type: none"> – understanding body language – interpreting subtext – gestures – standards of dress • written communication <ul style="list-style-type: none"> – legible handwriting – sentence construction (short, simple and correct) – plain English – avoid jargon – technical detail accompanied by explanation – correct spelling – format – grammar and punctuation – accuracy 	<p>Link to all assessment tasks.</p> <p>Role plays – students demonstrate their understanding of the communication process including using appropriate language and tone for a variety of situations, for example:</p> <ul style="list-style-type: none"> – providing instructions to a colleague – receiving work instruction from their supervisor – communicating with a customer who does not speak English – situations where there is a distraction or noise – handling a customer complaint face-to-face and/or over the telephone. <p>Communication games eg. Chinese Whispers.</p> <p>Observation – visual stimulus eg video, cartoons, etc.</p> <p>Various written tasks (link to assessment tasks and other activities through the program).</p>

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	<ul style="list-style-type: none"> importance of summarising and clarifying information. <p>An understanding of enterprise communication procedures, systems and technology relevant to the individual's work responsibilities.</p>	<p>Class discussion and work placement activity (assessment task 4).</p> <p>Provide students with opportunities to select and correctly use a range of communication media in a variety of potential and real situations in the workplace.</p>
<p><i>RTC2705A Work effectively in the industry</i></p> <p>2. Observe employment requirements 2.2 Work practices comply with Codes of Practice and workplace expectations. 2.6 Employers expectations are met through completion of workplace routines and specific instructions within enterprise policies and procedures.</p> <p>3 Accept responsibility for 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. 3.3 Variations in the quality of service and/or products from required standards are detected and reported in accordance with workplace procedures.</p> <p>4 Plan own work 4.1 Instructions are interpreted correctly and observed. 4.2 Factors affecting work requirements are identified and appropriate action is taken.</p>	<p>Workplace tasks</p> <p>A basic overview of quality assurance and the role of individual staff members in the total quality process.</p> <p>Documentation relating to workplace tasks and practices</p> <ul style="list-style-type: none"> employment contracts job descriptions quality assurance requirements Standard Operating Procedures (SOP). 	<p>Define quality and quality assurance.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> factors affecting quality importance of quality customer service within primary industries responsibility of organisations for quality responsibility of staff for quality role of staff within the total quality process continuous improvement to enhance quality of work performance. <p>Examine the requirements of one farm-based quality assurance scheme (eg CattleCare) and outline the role of people at all levels in the organisation to achieve and maintain QA status.</p> <p>View samples of documentation.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>4.3 Work load is assessed and prioritised within allocated timeframes.</p> <p>4.4 The need for assistance to improve performance is communicated clearly to the appropriate person.</p> <p>6 Contribute to a productive work environment</p> <p>6.1 Commitments to undertake work or assist colleagues/co-workers are fulfilled.</p> <p>7 Undertake an activity to workplace requirements</p> <p>7.1 Interpretation of work schedules is consistent with the schedule and tasks defined.</p> <p>7.2 Knowledge and skills required for task are discussed with supervisors and co-workers.</p> <p>7.3 Availability of materials and equipment are checked to ensure they are consistent with work schedules and the requirements of the tasks.</p> <p>7.4 A daily schedule for completing workplace activities and allocated tasks, including priorities, allocated start times, estimation of completion times and materials, equipment and assistance required for completion is decided upon.</p> <p><i>RTC2801A Participate in workplace communications</i></p>	<p>Workplace routines</p> <ul style="list-style-type: none"> • daily • periodic • unplanned activities. <p>Factors that may impact on work tasks</p> <ul style="list-style-type: none"> • weather • other work demands • staff shortages • time and resource availability • safety requirements • faulty/damaged machinery and equipment • implementation of new work practices • enterprise restructuring • introduction of new technology • changes in staff. <p>Written workplace notices</p> <ul style="list-style-type: none"> • instructions • labels • symbols • signs • tables • simple graphs • personnel information • notes • rosters • safety material • dockets with customer/client details • messages • enterprise-specific data • industry network details. 	<p>Choose one (or more) enterprise/s in each sector of the industry and compile a list of daily, periodic and unplanned activities that may occur.</p> <p>Small group activity – each group allocated a different enterprise from each sector (eg dairy farm, nursery, national park, etc). Discuss how each factor may impact on work tasks in the enterprise. Report back to the class.</p> <p>Provide students with opportunities to view and correctly use/complete a range of written workplace notices in a variety of potential and real situations in the workplace.</p> <p>Link to assessment task 4.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>2 Perform workplace duties following routine written notices</p> <p>2.1 Written workplace notices and instructions are read and interpreted correctly.</p> <p>2.2 Routine written instructions/procedures are followed in sequence.</p> <p>3 Obtain and provide information in response to workplace requirements</p> <p>3.4 Sources of required information are identified and appropriate contact established.</p>	<p>Completing work tasks</p> <ul style="list-style-type: none"> • adhere to safety procedures (including PPE and other dress requirements) • follow directions from supervisor <ul style="list-style-type: none"> – active listening – seek clarification through questioning – summarise and reiterate. • maintain personal presentation standards • adhere to workplace policies • maintain personal work space • contribute to productive work environment by accepting responsibility for own work and assisting co-workers as required • check required materials and equipment are available and meet requirements of the task • seek advice / obtain information as required from <ul style="list-style-type: none"> – co-workers and supervisor – suppliers – industry bodies – local government – regulatory bodies – trade personnel – contractors and advisers. <p>A range of strategies to assess and manage workloads</p> <ul style="list-style-type: none"> • time management • seeking help/assistance when needed • contingency planning • effective use of technology. <p>Principles of time and task management.</p> <p>The features of time management:</p> <ul style="list-style-type: none"> • prioritising • delegation • problem-solving • decision-making 	<p>Practical activities - students follow instruction (written and verbal), performing a variety of tasks to workplace standard. Students should be required to complete tasks as a member of a team as well as individually. Activities should also present a situation where students are required to obtain information and/or seek advice in order to be able to complete the task.</p> <p>Class discussion.</p> <p>Link to practical activities and assessment tasks.</p> <p>Students to develop a personal weekly time plan/schedule.</p> <p>Define and discuss concepts.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • completion in timeframe. <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> • priority • time management • negotiation • individual needs • group needs. <p>A range of work management tools</p> <ul style="list-style-type: none"> • calendars/diaries <ul style="list-style-type: none"> – paper – electronic • rosters • work schedules • SOP • training/development of personal management strategies. 	<p>Define and discuss concepts.</p> <p>Link to assessment task 1 – produce a team plan.</p> <p>Case study – example below: Cattle are to be loaded onto a truck for dispatch to an abattoir at 6.00am. Two farm hands are given the job. At 5.30am the farm hands arrive at the cattle yards to find that the gate had not been properly latched and the cattle have dispersed into an adjoining 300-hectare paddock. What should they do given that:</p> <ul style="list-style-type: none"> – the truck is likely to arrive in 30 minutes and it will take two people approximately 60 minutes to muster the livestock – if the stock are mustered quickly they are likely to be stressed which will result in a downgrade of meat quality and price received – the foreman will turn up at 6.00am to check that the task is being completed – the truck has a tight schedule for the day and a 30-minute delay will have a domino effect on all of the other loads that have to be picked up that day. <p>View workplace samples.</p> <p>Identify features, benefits and disadvantages of the range of management tools.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2702A Observe environmental work practices</i></p> <p>2 Contribute to improved environmental work practices 2.3 Environmental issues and their relationship to workplace practices are discussed in the workplace with colleagues and designated personnel.</p> <p><i>RTC2705A Work effectively in the industry</i></p> <p>5 Promote workplace co-operation 5.1 Responsibilities and duties are undertaken in a positive manner to promote co-operation and good relationships.</p> <p>6 Contribute to a productive work environment 6.2 Information relevant to work is shared with colleagues/co-workers to ensure designated work goals are met. 6.3 Knowledge and skills are shared with colleagues/co-workers through conversations and meetings.</p> <p><i>RTC2801A Participate in workplace communications</i></p> <p>5 Participate in workplace meetings and discussions 5.1 Team meetings are attended on time.</p>	<p>Teamwork Definition of team and teamwork.</p> <p>Principles and characteristics of team building and effective teamwork</p> <ul style="list-style-type: none"> • tolerance and respect for other people and cultures • trust and support for each other • cooperation (to achieve common goals) • agreement on and working towards group goals (taking into consideration team members skills) • recognition of achievement of group goals • prioritising tasks and meeting timeframes • honesty (including admitting mistakes) • helping others and seeking assistance when necessary • commitment and dedication to the team, the organisation and its service ethic • sharing of information, problems and resources • contributing to ideas and checking understanding • provide feedback • follow procedures • share leadership • negotiating responsibilities and allocating tasks • communicating clearly • awareness of change and adapting to change • meeting needs of team members • full participation by all members. <p>Types of teams in primary industries enterprises, including those based on</p> <ul style="list-style-type: none"> • work function • level of supervision • work roster. <p>Value of sharing information with colleagues</p> <ul style="list-style-type: none"> • promotion of enterprise products and/or services • meeting work goals 	<p><i>Teamwork is integral to a successful primary industries enterprise. Throughout all operational units the principles of teamwork should be applied to build on the theory taught in this element of competency.</i> <i>Practice and promote teamwork within the class during practical lessons and assessment events/ functions.</i></p> <p>Students reflect upon their own experiences (eg part-time work, sporting team, community group) on what makes a good team, how to encourage teamwork, and practical approaches to improve team performance</p> <p>Students work in teams to solve relevant industry problems. Students identify the problem, consider solutions, put into action and follow up.</p> <p>Link to assessment task 1.</p> <p>Brainstorm (including reflection on work placement experience).</p> <p>Class discussion.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • improving customer service • positive work relations. <p>Workplace/enterprise communications/information sharing techniques</p> <ul style="list-style-type: none"> • the intranet • formal meetings • informal discussions • email • newsletters. 	<p>Workplace samples and discussion of advantages and disadvantages of techniques.</p>
<p><i>RTC2801A Participate in workplace communications</i></p> <p>5. Participate in workplace meetings and discussions</p> <p>5.1 Team meetings are attended on time.</p> <p>5.3 Meeting inputs are consistent with the meeting purpose and established protocols.</p> <p>5.5 Questions about simple routine workplace procedure and matters concerning conditions of employment are asked and responded to.</p> <p>5.6 Meeting outcomes are interpreted and implemented.</p>	<p>Meetings</p> <p>Meeting types</p> <ul style="list-style-type: none"> • formal and informal • small and large groups. <p>Meeting purposes</p> <ul style="list-style-type: none"> • staff meetings • team meetings • client/customer meetings. <p>Meeting protocols</p> <ul style="list-style-type: none"> • observing meeting convention <ul style="list-style-type: none"> – opening meeting – meeting minutes – nominating and seconding proposals • compliance with meeting decisions • obeying meeting instructions • confidentiality. 	<p>Brainstorm types of meetings that are common in primary industries workplaces (eg. informal meetings at meal times, meetings with agents and consultants, work distribution meetings).</p> <p>Work-based scenarios – establish appropriate meeting protocols and conduct formal and informal meetings in the classroom.</p> <p>Link to assessment task 1.</p>
<p><i>RTC2705A Work effectively in the industry</i></p> <p>5 Promote workplace co-operation</p> <p>5.3 Problems and conflict are recognised and</p>	<p>Dealing with conflict</p> <p>Issues which may cause conflict or misunderstanding in the workplace</p>	<p>A range of stimulus material – videos, newspaper reports, etc.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>resolved, where possible, through personal communication and/or are referred to a supervisor, manager or employer for resolution.</p> <p><i>RTC2801A Participate in workplace communications</i></p> <p>5 Participate in workplace meetings and discussions</p> <p>5.4 Workplace interactions are conducted in a courteous manner appropriate to cultural background and authority in the enterprise procedures.</p>	<ul style="list-style-type: none"> • speaking too quickly or slowly • no visual clues • poor observation • poor communication style • intolerance • prejudice • inadequate language skills • not clarifying or asking questions • inappropriate body language • poor understanding of other cultures. <p>An understanding of how the following may contribute to potential conflict</p> <ul style="list-style-type: none"> • poor customer service • variation in colleagues' work practices/methods • cultural misunderstandings • barriers to communication • aggressive behaviour. <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> • active listening • observing body language • reading subtext. <p>The importance of:</p> <ul style="list-style-type: none"> • tolerating and respecting differences • adopting a sensitive approach when dealing with another's point of view • constructively raising and discussing issues. <p>Effective conflict resolution techniques/strategies</p> <ul style="list-style-type: none"> • eliminate adversarial situations • promote the concept of 'win-win' 	<p>Buzz session – why or how will these cause conflict or misunderstanding?</p> <p>Case study analysis to identify solutions to everyday workplace problems that may arise.</p> <p>Role plays</p> <p>Define tolerance and respect.</p> <p>Brainstorm and class discussion:</p> <ul style="list-style-type: none"> – identify manner in which various cultures show respect – consequences of insensitivity – workplace strategies to enable issues to be raised and discuss in a constructive manner. <p>Identify and discuss different types of conflict resolution techniques and procedures and assess their effectiveness.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • allow for solutions to meet needs of all parties • follow due process - listen, acknowledge, respond, report and follow-up • referral/intervention by supervisors/managers • appropriate communication • timely identification of situations • use of policies and procedures. 	<p>Stimulus – video on topic.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> – positive and negatives of various approaches to conflict resolution – best approach for common conflict situations.
<p><i>RTC2702A Observe environmental work practices</i></p> <p>3. Recognise and report on a potential environmental threat.</p> <p>3.2 Information about or observations of a potential environmental threat are reported to supervisors and/or appropriate authorities.</p> <p>3.3 Location and extent of the potential environmental threat is accurately recorded.</p> <p>3.4 Reports on the potential environmental threat are completed according to enterprise guidelines.</p> <p>4. Maintain environmental records</p> <p>4.1 Environmental records are accurately prepared as required according to enterprise policies and procedures.</p> <p>4.2 Environmental records are stored securely in a form accessible for reporting purposes.</p> <p><i>RTC2801A Participate in workplace communications</i></p> <p>3 Obtain and provide information in response to workplace requirements</p>	<p>Workplace records and reporting</p> <p>Verbal and written reports.</p> <p>Understanding of lines of reporting and communication with supervisors within the workplace.</p> <p>Appropriate standards for writing information</p> <ul style="list-style-type: none"> • accuracy • legibility • language and terminology. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear and concise • direct • purposeful • accurate • legible. <p>Workplace forms</p> <ul style="list-style-type: none"> • work rosters • time sheets and other personnel forms • telephone messages • stock control 	<p>Students are to be provided with opportunities to prepare verbal and written reports for a range of potential and real situations in the workplace.</p> <p>Link to assessment task 4.</p> <p>Work placement preparation activity.</p> <p>Class discussion.</p> <p>View and complete sample workplace forms.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>3.3 Information is written completely, accurately and legibly.</p> <p>3.6 Defined workplace procedures for the location and storage of information are used.</p> <p>4 Complete relevant work related documents</p> <p>4.1 Range of forms relating to conditions of employment are completed accurately and legibly.</p> <p>4.2 Workplace data is recorded on standard workplace forms and documents.</p> <p>4.3 Basic mathematical processes are used for routine calculations.</p> <p>4.4 Errors in recording information on forms/documents are identified and rectified.</p> <p>4.5 Reporting requirements to supervisor are completed according to enterprise guidelines.</p>	<ul style="list-style-type: none"> • invoices/orders • safety reports. <p>Environmental records</p> <ul style="list-style-type: none"> • incident and accident reports • inspection reports. <p>Environmental data</p> <ul style="list-style-type: none"> • monitoring data • graphs • photographs • site assessments. <p>Identifying and rectifying errors on written documentation.</p> <p>The use of basic mathematical processes to perform routine calculations including estimates and calculations of:</p> <ul style="list-style-type: none"> • pay • leave entitlements • workplace allowances • materials usage • product characteristics (for example, length, weight, capacity, time, temperature, stock numbers or age) • product tallies • packing and storing of stock/product. <p>Storage of information using manual and electronic filing systems.</p> <p>Record storage issues/strategies including:</p>	<p>View and complete sample reports.</p> <p>Examine the role of environmental management systems (EMS) and the role they play in primary industries to ensure a minimal impact on the environment. As a quality assurance system, an EMS will have specific record keeping processes such as photographs, graphs, monitoring data and site assessments.</p> <p>Search the Agriculture, Fisheries and Forestry Australia (AFFA) website for information on EMS.</p> <p>Practical activity – students given a range of written documentation with errors. Identify and rectify.</p> <p>Class discussion – potential consequences of the errors</p> <p><i>Practical activities throughout the course that require students to estimate, calculate and record routine workplace measures using basic mathematical processes such as addition, subtraction, division and multiplication.</i></p> <p>Class discussion:</p> <ul style="list-style-type: none"> – types of storage – advantages/disadvantages – issues/strategies related to storage.

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • protection from fire • storage media (paper and electronic) • copies stored in a different location • access and retrieval • data security. <p>Awareness of the importance of following work procedures when locating and storing information.</p>	

Sample Program 2 Don't fence me in

Rationale: This theme is intended to provide the opportunity for students to develop the skills and knowledge needed to follow health and safety procedures in primary industry enterprises. Students will develop skills in the installation of fencing and use of equipment and materials with an OHS focus. Appropriate responses to emergency situations including basic first aid skills will also be developed.

Units of competency: RTC2209A Install, maintain and repair fencing
 RTC2701A Follow OHS procedures
 RTC2704A Provide basic first aid

Suggested time frame: Minimum 11 weeks

Key terms and concepts:

Install, maintain, repair fencing	Follow OHS procedures	Provide basic first aid
<ul style="list-style-type: none"> • clearing and tidying • conventional fencing • enterprise requirements • erection, maintenance and repair of fencing • fencing tools and materials • hazards • manufacturer's specification • occupational health and safety (OHS) • personal protective equipment (PPE) • reporting • reusable materials • risk assessment • safe work practices • Standard Operating Procedures (SOP) • work plan 	<ul style="list-style-type: none"> • duty of care • eliminate/control risks • emergency services • emergency situations • employee and employer responsibilities • employee and employer rights • hazard identification • health and safety • manual handling • monitoring, reporting and recording • occupational health and safety (OHS) • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulations 2001</i> (NSW) • OHS committee • OHS signs and symbols • participative arrangements • personal protective equipment (PPE) • reporting • risk assessment • safe work practices • safety training • WorkCover 	<ul style="list-style-type: none"> • '000' • casualty • CPR • DRABC • emergency network • emergency procedures • emergency services • emergency situation • first aid • first aid assistance • first aid manuals • first aid policies and procedures • health • injury • maladies • patient monitoring • physical condition • physical hazards • principles of first aid management • reporting and recording • risk assessment • safe work practices • safety • vital signs

Assessment:

Unit / Element of competency	Possible assessment strategy
<p>RTC2701A Follow OHS procedures 1 Follow workplace procedures for hazard identification and risk control 3 Participate in arrangements for maintaining health and safety of all people in the workplace</p>	<p>Assessment task 1 <i>Occupational health and safety in the workplace.</i></p> <p>Form a hypothetical OHS committee for a rural workplace and role play the various positions on the committee including identification of key groups. Perform a safety audit on an agricultural workplace or on the schools agricultural facilities and develop a report identifying the main issues.</p>
<p>RTC2701A Follow OHS procedures 1 Follow workplace procedures for hazard identification and risk control 2 Observe safe practices during work operations</p> <p>RTC2209A Install, maintain and repair fencing 1 Prepare for fencing work</p>	<p>Assessment task 2 <i>Equipment operators induction course.</i></p> <p>Locate operators manuals for some items of farm equipment. Students develop and present an “induction course” suitable for other students.</p>
<p>RTC2701A Follow OHS procedures 1 Follow workplace procedures for hazard identification and risk control 2 Observe safe practices during work operations</p> <p>RTC2209A Install, maintain and repair fencing 1 Prepare for fencing work 2 Carry out fence installation, repair and maintenance 3 Complete fencing work</p>	<p>Assessment task 3 <i>Fencing hazards and safe work practices.</i></p> <p>For a specific fencing activity identify hazards and associated risks and suggest appropriate strategies to eliminate or control them. Develop a standard operating procedure (SOP) for this activity after consulting manuals, guides and relevant personnel.</p> <p>Install a fence using the SOP developed.</p>
<p>RTC2701A Follow OHS procedures 1 Follow workplace procedures for hazard identification and risk control 2 Observe safe practices during work operations 3 Participate in arrangements for maintaining health and safety of all people in the workplace</p> <p>RTC2704A Provide Basic First Aid 1 Assess the situation 2 Apply basic first aid techniques</p>	<p>Assessment task 4 <i>Responding to an emergency</i></p> <p>Respond to a scenario of an employee injured in a fencing accident. Identify the appropriate responses to the emergency and demonstrate the basic first aid that would be taken.</p> <p>Form a workplace committee to deal with the event and complete all necessary documentation according to WorkCover and other legislative requirements. The group should develop an action plan to prevent the event occurring again.</p> <p>This could be conducted in small groups or as competing teams.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2209A Install, maintain and repair fencing</i></p> <p>1 Prepare for fencing work 1.1 Tools and materials appropriate to meet job requirements are selected and checked against the work plan. 1.2 Faulty or unsafe tools are identified and segregated for repair or replacement according to enterprise requirements.</p> <p>2 Carry out fence installation, repair and maintenance 2.2 Fence is installed, maintained or repaired according to manufacturers guidelines, OHS and enterprise requirements.</p> <p><i>RTC2701A Follow OHS procedures</i></p> <p>2 Observe safe practices during work operations 2.2 Basic safety checks on all machinery and equipment are undertaken before operation according to enterprise procedures. 2.6 Information on OHS is accessed as required.</p>	<p>Fencing</p> <p>Purpose of fencing</p> <ul style="list-style-type: none"> • restricting livestock movement • boundary identification • specific area identification. <p>Awareness of a range of fencing types and their structure.</p> <p>Sources of information, guidelines and requirements for the safe erection, maintenance and repair of fencing</p> <ul style="list-style-type: none"> • SOP • work notes and plans • manufacturer’s specifications • operator’s manuals • enterprise policies and procedures • supervisor’s oral or written instructions • training manuals • WorkCover documents • Legislation. <p>Information provided in a work plan</p> <ul style="list-style-type: none"> • designated work tasks • tools and materials for use • procedures for pre-start and safety checks of tools • timeframe for work completion • supervisor’s instructions • reporting procedures and requirements. 	<p>Class discussion and identification of different types of fences and their purpose.</p> <p>Review a range of information for the erection, maintenance and repair of fencing and develop work notes outlining safe procedures for undertaking a range of common fencing activities.</p> <p>In small groups students develop a work plan for all aspects of constructing of a fence.</p> <p>Link to assessment task 3.</p>
<p><i>RTC2209A Install, maintain and repair fencing</i></p> <p>1 Prepare for fencing work 1.1 Tools and materials appropriate to meet job requirements are selected and checked against the work plan. 1.4 Transport of fencing materials and</p>	<p>Fencing Tools and Materials</p> <p>Knowledge of the range of tools available and their function</p> <ul style="list-style-type: none"> • post-hole borer • post-hole shovel • star picket driver 	<p>Identify the tools required to undertake a variety of fencing activities.</p> <p>Develop a fencing tool guide for new employees. For each tool include a picture, description of the main</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>equipment (including safety equipment) is arranged and placed according to work plan.</p> <p>2 Carry out fence installation, repair and maintenance 2.4 Dismantling operations are carried out as required with a focus on minimising unnecessary damage and recovering all re-useable materials.</p> <p>3 Complete fencing work 3.3 Tools and re-useable materials are transported from the work site, cleaned and stored according to enterprise and manufacturers recommendations.</p>	<ul style="list-style-type: none"> • wire cutters and strainers • fencing pliers • shovel • crowbar/rammer • drill • spirit level • strainer posts • droppers • star pickets. <p>The range of materials available and their function</p> <ul style="list-style-type: none"> • re-useable materials <ul style="list-style-type: none"> - wire - hinges - braces - posts - in-line tensioners. <p>Types of fencing wire</p> <ul style="list-style-type: none"> • plain • barbed • ring lock • netting • hinge joint. <p>Transportation considerations including:</p> <ul style="list-style-type: none"> • type and quantity of each material needed for the task • tools required to perform the task • sufficient fuel for transport vehicles and motorised equipment • communication devices • securing the load. 	<p>function, potential OHS hazards and required personal protective equipment (PPE).</p> <p>Link to assessment task 2.</p> <p>Students dismantle an old fence, identify reusable materials and store them for later use.</p> <p>Discuss the purpose of different fencing materials.</p> <p>Internet research on the different types of fencing wire identifying the material they are made from, lifespan, strength and targeted use.</p> <p>Calculate and measure fencing wire requirements for a fence.</p> <p>Discuss and report on the transportation considerations for the construction of a fence.</p>
<p><i>RTC2209A Install, maintain and repair fencing</i></p> <p>2 Carry out fence installation, repair and maintenance</p>	<p>Fencing techniques</p> <p>Installation and securing of posts</p> <ul style="list-style-type: none"> • positioning and depth of post-hole 	<p>Plan and install a fence using appropriate skills, practices, tools and materials including:</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>2.3 Gates are attached and appropriately positioned for correct operation and function according to work plan.</p> <p>2.6 Replacement posts are installed to appropriate level and secured through soil replacement and ramming.</p> <p>2.7 Wire is strung, mounted and fixed according to requirements of work plan or supervisor's instructions.</p> <p>2.8 All work is carried out safely according to OHS and enterprise requirements.</p> <p>3 Complete fencing work</p> <p>3.1 Post holes are firmly filled to remove potential hazards and minimise environmental impact.</p> <p>3.2 Work site is cleared and tidied and all non-reusable materials are disposed of in an environmentally responsible manner.</p>	<ul style="list-style-type: none"> • setting post at correct height and alignment • progressive soil replacement and ramming to ensure post security • maintaining alignment • backfilling and ramming of soil to ensure ground level is maintained. <p>Methods for stringing, mounting and affixing wire</p> <ul style="list-style-type: none"> • type of knot <ul style="list-style-type: none"> - double loop - bullwire - figure of eight - pin and loop • joining devices <ul style="list-style-type: none"> - wire vice - gripples • types of wire-to-post fixing <ul style="list-style-type: none"> - wire tie - staples. <p>Correct mounting of gates including:</p> <ul style="list-style-type: none"> • alignment with mounting post • free swing • alignment for securing. <p>Procedures for minimisation of impact on the environment</p> <ul style="list-style-type: none"> • replacing disturbed or removed soil • clearing and tidying the work site • removal and safe disposal of non-reusable materials in a responsible manner • safe storage of reuseable materials. 	<ul style="list-style-type: none"> - siting the fence - preparing post holes and the placement of posts - attachment of fencing wires - fitting and straining of wires and netting (review types of knots and evaluate their capabilities and limitations on a range of different fence types) - attachment of gates (review a range of gate types and their construction, discuss methods for correct alignment and free swing) - cleaning up after completion. <p>Link to assessment task 3.</p> <p>Discuss the potential environmental impact of fencing and identify strategies to reduce any negative effects.</p>
<p><i>RTC2209A Install, maintain and repair fencing</i></p> <p>2 Carry out fence installation, repair and maintenance</p> <p>2.5 Repair requirements are identified</p>	<p>Fencing repairs</p> <p>Types of repairs</p> <ul style="list-style-type: none"> • restraining • wire replacement 	<p>Discuss the causes of damage to fences and the most common types of repairs necessary.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>and carried out according to work plan procedures.</p> <p>2.6 Replacement posts are installed to appropriate level and secured through soil replacement and ramming.</p> <p>3 Complete fencing work</p> <p>3.4 Further identified work or repair requirements are reported according to enterprise requirements.</p>	<ul style="list-style-type: none"> • rejoining broken wire/s • post replacement • adjusting of gate/s • gate hinges • gate chains • increasing number of wires. <p>Identification of required repairs through:</p> <ul style="list-style-type: none"> • visual observation • reports by external parties • scheduled fence inspection. <p>Replacement of posts including:</p> <ul style="list-style-type: none"> • safe use of fencing tools and materials • hazard and risk control • correct manual handling techniques, including lifting and carrying • use of PPE. 	<p>Students inspect local fences, identify the construction type and repairs required.</p> <p>Students undertake a variety of fencing repairs including the replacement of posts using industry standard methods and equipment.</p>
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control</p> <p>1.6 Employee responsibilities prescribed in OHS legislation are recognised and carried out.</p> <p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation</p> <p>1.1 Emergency situation is recognised.</p> <p>1.2 Physical hazards to personal and others health and safety are identified.</p>	<p>Health and safety</p> <p>The definition of:</p> <ul style="list-style-type: none"> • health • safety. <p>The importance of safe work practices.</p> <p>Cost of workplace injury</p> <ul style="list-style-type: none"> • human • social • economic • organisational. 	<p>Class discussion about the difference between workplace health and safety.</p> <p>Class discussion.</p> <p>Develop a portfolio of newspaper articles on injuries in agricultural workplaces.</p> <p>Use the internet to obtain statistical data on workplace injuries in primary industries 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>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control 1.6 Employee responsibilities prescribed in OHS legislation are recognised and carried out.</p> <p>3 Participate in arrangements for maintaining health and safety of all people in the workplace 3.1 Individuals have input into on going monitoring and reporting on all aspects of workplace safety.</p>	<p>OHS workplace requirements</p> <p>A basic understanding of OHS legislation</p> <ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulation 2001</i> (NSW). <p>The concept of ‘participation’ as it relates to workplace safety and employee responsibilities/rights.</p> <p>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 plants 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 • ensuring costs to satisfy requirements specified under the Act or Regulation are met • must consult with employees about OHS matters to enable them to contribute to decisions affecting their health, safety and welfare • ensuring the health and safety of visitors who are not employees. <p>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 	<p>Define the term ‘occupational health and safety’.</p> <p>Discussion the purpose of OHS legislation and summarise key points of the legislation as it applies to the rural sector.</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>Students develop a poster to be displayed in the workplace detailing one employer and one employee responsibility.</p> <p>Link to assessment task 1.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>requirements</p> <ul style="list-style-type: none"> • employees must not interfere with or misuse items 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 the workplace by creating false health or safety fears. 	
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control 1.6 Employee responsibilities prescribed in OHS legislation are recognised and carried out.</p> <p>2 Observe safe practices during work operations 2.6 Information on OHS is accessed as required</p> <p>3 Participate in arrangements for maintaining health and safety of all people in the workplace 3.1 Individuals have input into on going monitoring and reporting on all aspects of workplace safety. 3.3 Contributions to participative arrangements in the workplace are made within organisational procedures and scope of responsibilities and competencies.</p>	<p>OHS key groups</p> <p>A basic understanding of the formation, role and responsibilities of the OHS committee in the workplace.</p> <p>An awareness of key bodies involved in OHS</p> <ul style="list-style-type: none"> • WorkCover • Farmsafe Australia • Farmsafe (NSW association). 	<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. <p>Form a hypothetical OHS committee for a rural workplace. Conduct a mock OHS audit of the school facilities for primary industries courses.</p> <p>Discuss the benefit of an OHS committee for employers and employees.</p> <p>Visit the websites of listed organisations to identify their main role and function as it relates to primary industries.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control 1.6 Employee responsibilities prescribed in OHS legislation are recognised and carried out.</p> <p>2 Observe safe practices during work operations 2.6 Information on OHS is accessed as required.</p>	<p>Workers compensation</p> <p>A basic understanding of OHS legislation</p> <ul style="list-style-type: none"> • <i>Workers Compensation Act 1987 (NSW)</i>. <p>Forms of insurance</p> <ul style="list-style-type: none"> • worker’s compensation • public liability. 	<p>Identify the main requirements of the Workers Compensation Act.</p> <p>Discuss the different forms of insurance and identify situations in the workplace where they may apply.</p> <p>Prepare a brochure for new employees which explains the differences between the types of insurance and outlines their rights in relation to the Workers Compensation Act.</p>
<p><i>RTC2209A Install, maintain and repair fencing</i></p> <p>1 Prepare for fencing work 1.2 Faulty or unsafe tools are identified and segregated for repair or replacement according to enterprise requirements. 1.3 Hazards in the workplace are assessed and minimised according to OHS and enterprise requirements</p> <p>2 Carry out fence installation, repair and maintenance 2.1 Suitable personal protective equipment is selected, used, maintained and stored according to OHS and workplace procedures. 2.2 Fence is installed, maintained or repaired according to manufacturers guidelines, OHS and enterprise requirements. 2.8 All work is carried out safely according to OHS and enterprise requirements.</p>	<p>Workplace safety</p> <p>OHS issues</p> <ul style="list-style-type: none"> • unsafe machinery • unsafe procedures/practices • inadequate facilities • OHS hazards. <p>An awareness of appropriate occupational health and safety (OHS) strategies</p> <ul style="list-style-type: none"> • select, use and maintain appropriate personal protective equipment (PPE) • sufficient drinking water • basic first aid training • access to first aid kits • safe work practices and procedures • access to appropriate communication devices • safety signs • environmental policies • emergency plan. <p>Awareness of a range of PPE and their purpose</p> <ul style="list-style-type: none"> • footwear • head protection – hard hat, sun hat and helmet 	<p>Identify and discuss OHS issues for primary industries enterprises.</p> <p>Review a range of OHS strategies that may be taken in the workplace and report on the strategies to be taken for fencing activities.</p> <p>Brainstorm OHS strategies for the installation, repair and maintenance of fences.</p> <p>Brainstorm a range of PPE.</p> <p>Internet search on the use of different types of PPE.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control</p> <p>1.3 Workplace procedures and work instructions for controlling risks are followed accurately.</p> <p>1.6 Employee responsibilities prescribed in OHS legislation are recognised and carried out.</p> <p>1.7 Safety training is undertaken as directed.</p> <p>2 Observe safe practices during work operations</p> <p>2.1 Work for which protective clothing or equipment is required is identified and personal protection equipment is used, maintained and stored in accordance with enterprise procedures.</p> <p>2.2 Basic safety checks on all machinery and equipment are undertaken before operation according to enterprise procedures.</p> <p>3 Participate in arrangements for maintaining health and safety of all people in the workplace</p> <p>3.2 OHS issues are raised with designated personnel in accordance with enterprise procedures and relevant OHS legislation.</p>	<ul style="list-style-type: none"> • gloves • overalls • apron • respirator • face mask • hearing protection • eye protection – goggles, safety glasses and face guard • sunscreen • waterproof clothing. <p>Awareness of a range of enterprise/workplace safety training including:</p> <ul style="list-style-type: none"> • use of machinery • chemical use • OHS induction • hazard identification and assessment. <p>Understanding safe work practices for:</p> <ul style="list-style-type: none"> • the use of fencing tools and materials • the operation of vehicles • hazard and risk control • manual handling including lifting and handling • use and maintenance of PPE • importance of correct fitting PPE • outdoor work • administering first aid. <p>Health and safety procedures</p> <ul style="list-style-type: none"> • use of personal protective clothing and equipment • safe posture including sitting, standing and bending • manual handling including lifting and transferring • safe work techniques including using machinery and 	<p>Discuss areas in which OHS training is necessary and identify forms of training.</p> <p>Review the OHS induction procedures while on work placement.</p> <p>Locate operators manuals for some items of farm equipment and design an induction course for each item of equipment.</p> <p>Link to assessment task 3.</p> <p>In small groups design a web page using web design software, outlining safe work practices for one of the areas identified.</p> <p>Students inspect the schools fencing equipment to identify tools that require repair or replacement.</p> <p>Class discussion of the consequences of incorrect fit of PPE.</p> <p>Demonstration and practice of adjusting a variety of PPE to ensure correct fit.</p> <p>Students implement health and safety procedures during practical fencing activities.</p> <p>Link to assessment task 3.</p>
<p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation</p>	<ul style="list-style-type: none"> • use of personal protective clothing and equipment • safe posture including sitting, standing and bending • manual handling including lifting and transferring • safe work techniques including using machinery and 	<p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>1.1 Emergency situation is recognised.</p>	<p>equipment</p> <ul style="list-style-type: none"> • safe handling of chemicals, poisons and dangerous materials • dealing with emergency, fire and accidents • hazard identification and control. <p>Selection, use, maintenance and storage of PPE for a range of industry contexts including:</p> <ul style="list-style-type: none"> • machinery and equipment use • pesticide/chemical use • working outdoors and indoors • working with plants and animals • appropriate to the work task including fencing activities. <p>Maintenance of PPE</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>Develop a list of the PPE required when undertaking tasks in a number of different contexts including fencing installation and repairs.</p> <p>Select PPE for a particular task and demonstrate its appropriate use (adjusting to fit as necessary).</p> <p>Develop a set of standard operating procedures (in line with manufacturer's instructions) for the maintenance of PPE required for fencing operations.</p>
<p><i>RTC2209A Install, maintain and repair fencing</i></p> <p>1 Prepare for fencing work</p> <p>1.3 Hazards in the workplace are assessed and minimised according to OHS and enterprise requirements.</p> <p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control</p> <p>1.1 Hazards in the workplace are recognised and reported to</p>	<p>Workplace hazards and risk assessment</p> <p>Hazard identification, risk assessment and first aid requirements under <i>Occupational Health and Safety Regulations 2001</i> (NSW).</p> <p>Procedures for risk assessment</p> <ul style="list-style-type: none"> • identify hazards • assess associated risks • strategies to control/eliminate risk. 	<p>Class discussion on the concept of hazard identification and risk assessment and the legislative requirements for these.</p> <p>Identify the steps involved in a basic risk assessment and discuss strategies to control or eliminate risk in the workplace.</p> <p>In small groups undertake risk assessments for a variety of workplace situations.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>designated personnel according to enterprise procedures.</p> <p>1.2 Assessment of risk associated with identified hazards is made in accordance with enterprise procedures.</p> <p>1.3 Workplace procedures and work instructions for controlling risks are followed accurately.</p> <p>1.5 Risks to fellow workers, other people and animals are recognised, and action is taken to eliminate or reduce them.</p> <p>2 Observe safe practices during work operations</p> <p>2.3 Hazards associated with handling of hazardous substances are identified and notified, and risk assessed in accordance with enterprise procedures and OHS requirements.</p> <p>2.4 Noise hazards are identified and notified, and risk assessed in accordance with enterprise procedures and OHS requirements.</p> <p>2.5 Manual handling job risks are assessed prior to activity and work carried out according to currently recommended safe practice.</p> <p>3 Participate in arrangements for maintaining health and safety of all people in the workplace</p> <p>3.3 Contributions to participative arrangements in the workplace are made within organisational procedures and scope of</p>	<p>Potential hazards in the workplace</p> <ul style="list-style-type: none"> • plants and animals • outdoor work • confined spaces • proximity of other people • lack of oxygen • vehicles and tractors • tools, equipment and machinery operation and maintenance • hazardous substances <ul style="list-style-type: none"> - gases - fumes - chemicals - waste materials • exposure to hazardous noise • dust • adverse weather conditions <ul style="list-style-type: none"> - fire - flooding - solar radiation • electrical hazards • manual handling. <p>Potential fencing hazards</p> <ul style="list-style-type: none"> • uneven terrain • treated timber • breaking wire • trip points • exposed moving machinery parts • pinch points on tools and machinery. <p>Workplace procedures for hazard identification and control within an enterprise including knowledge of designated personnel.</p>	<p>Identify potential hazards in the workplace and assess the level of risk they pose.</p> <p>Design a poster to be displayed in the workplace to warn workers about common workplace hazards.</p> <p>Report on hazardous substances within a range of primary industries workplaces.</p> <p>Link to assessment task 3.</p> <p>Brainstorm hazards that may pose a particular risk during fencing operations.</p> <p>Review a range of enterprise policies and procedures for hazard identification and control.</p> <p>Develop SOP for fencing activities to minimise the risks associated with common hazards.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>responsibilities and competencies.</p> <p>3.4 Contributions are provided towards the development of effective solutions to control the level of risk associated with enterprise activities.</p> <p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation</p> <p>1.2 Physical hazards to personal and others health and safety are identified.</p>	<p>Potential risks to self and others and animals in a range of workplace situations including:</p> <ul style="list-style-type: none"> • emergencies • use of gases in confined spaces • use of machinery and equipment • working with animals. <p>Enterprise policies and procedures for risk control related to:</p> <ul style="list-style-type: none"> • waterways • vehicles/tractors • tools, machinery and equipment • hazardous substances • electricity • noise • emergencies • work with plants and animals • outdoor work. <p>Enterprise procedures to deal with manual handling hazards including:</p> <ul style="list-style-type: none"> • moving • lifting • shovelling • hand tool use • loading • storing at heights • bending • repetitious tasks • handling plants and animals. 	<p>Case study – identify the potential risks posed in a range of situations.</p> <p>Develop mind maps outlining the risks for each situation and identifying appropriate controls for each risk.</p> <p>Work placement activity – access the enterprise policies and procedures for risk control in the workplace and compare with classmates.</p> <p>Link to assessment task 3.</p> <p>Video – manual handling.</p> <p>Students use ‘<i>BackMan!</i>’ OHS computer game (see Resource List) developed by WorkCover NSW to investigate manual handling hazards.</p>
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control</p> <p>1.1 Hazards in the workplace are recognised and reported to</p>	<p>OHS monitoring and reporting</p> <p>Enterprise and industry policies and procedures for reporting hazards in the workplace including accessing manuals, guides and relevant personnel.</p>	<p>Discuss appropriate methods for reporting hazards in the workplace.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>designated personnel according to enterprise procedures.</p> <p>3 Participate in arrangements for maintaining health and safety of all people in the workplace 3.2 OHS issues are raised with designated personnel in accordance with enterprise procedures and relevant OHS legislation.</p> <p><i>RTC2704A Provide basic first aid</i></p> <p>2 Apply basic first aid techniques 2.3 First aid assistance is sought from others as appropriate.</p>	<p>Monitoring, reporting and recording for OHS and incidents</p> <ul style="list-style-type: none"> • documentation (safety audit forms, accident report and WorkCover forms) • registers including a first aid register • logs • checklists • files. 	<p>Review a range of documentation for recording OHS incidents.</p> <p>Develop a pro-forma for each of the following:</p> <ul style="list-style-type: none"> - accident report - first aid register - checklist for the use of a piece of machinery <p>Perform a safety audit using the '15 minute Farm Safety Checklist' produced by WorkCover (see Resource List) on an agricultural workplace and prepare a report identifying strategies to control or eliminate risks.</p> <p>Link to assessment task 4.</p>
<p><i>RTC2701A Follow OHS procedures</i></p> <p>1 Follow workplace procedures for hazard identification and risk control 1.4 Workplace procedures for dealing with accidents, fire and emergencies are followed whenever necessary within the scope of responsibilities and competencies.</p> <p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation 1.1 Emergency situation is recognised. 1.3 Immediate risk to self and casualty's health and safety are minimised by isolating the hazard.</p>	<p>Emergencies</p> <p>Emergency situations</p> <ul style="list-style-type: none"> • fire • flood • chemical and fuel spillage • gas fumes and leaks • machinery/road accidents • snakebite • poisoning • respiratory or cardiac arrest • electrocution • natural disasters • serious injuries. <p>Enterprise/workplace policies, procedures and manuals for dealing with emergency situations in the workplace</p> <ul style="list-style-type: none"> • roles/responsibilities of personnel • reporting requirements. 	<p>Brainstorm types of emergency situations that may affect primary industries enterprises.</p> <p>Develop a mind map for each emergency situation identifying the potential risks they may pose.</p> <p>Access Emergency Management Australia's website www.ema.gov.au and report on types of emergency events in NSW or the local area.</p> <p>Develop an emergency plan and a flow chart of procedures for dealing with emergencies to be displayed in the workplace.</p> <p>Link to assessment task 4.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	Notification to appropriate authorities including emergency services and WorkCover.	Identify situations that need to be reported to the authorities and to whom they should be reported to.
<p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation 1.3 Immediate risk to self and casualty's health and safety are minimised by isolating the hazard.</p> <p>2 Apply basic first aid techniques 2.1 Casualty is reassured in a caring and calm manner and made comfortable using available resources. 2.3 First aid assistance is sought from others as appropriate.</p>	<p>Assistance in an emergency</p> <p>Emergency assistance, as appropriate</p> <ul style="list-style-type: none"> • maintaining site safety and minimising the risk of further injury or injury to others • making the casualty comfortable and ensuring maximum safety • assessment of injury situations • providing first aid including managing bleeding through the application of tourniquets, pressure and dressings • giving CPR and mouth-to-mouth resuscitation • giving reassurance and comfort • raising the alarm with emergency services or health professionals • removing debris • appropriate conduct when dealing with a casualty • appropriate others from whom assistance may be sought including <ul style="list-style-type: none"> - emergency services personnel - health professionals - colleagues - bystanders. <p>Strategies to reduce further casualties/injury</p> <ul style="list-style-type: none"> • isolating the injured individual • isolating the hazard • incident reporting • notifying the authorities • protection of self • clearing the area of other people • following policies/procedures relating to emergencies or incidents • ceasing operations/tasks. 	<p>Guest speaker – emergency services personnel (fire or ambulance)</p> <p>Case studies – identify the appropriate action to take.</p> <p>Link to assessment task 4.</p> <p>Class discussion.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation 1.4 The casualty's physical condition and vital signs are assessed.</p> <p>2 Apply basic first aid techniques 2.2 First aid care is provided in accordance with established first aid procedures.</p>	<p>Emergency first aid</p> <p>Assessing emergency situations and deciding on action required</p> <ul style="list-style-type: none"> • principles of first aid management <ul style="list-style-type: none"> - assessing location and nature of the work environment and emergency situation - minimising movement of the casualty - assessment of injuries - seeking assistance appropriate to situation - locating and using available first aid equipment or other suitable alternative resources - providing first aid - reassure casualty in a caring and calm manner - make casualty as comfortable as possible using available resources - monitor patient's cardiovascular condition indicated by vital signs such as body temperature, pulse rate and breathing rates - monitor unresolved dangers of the area where the injury occurred • first aid principles <ul style="list-style-type: none"> - DRABC – danger, response, airway, breathing and circulation. <p>Awareness of enterprise/workplace policies, procedures and manuals regarding the provision of first aid.</p>	<p>Guest speaker on the principles of first aid management – St John's ambulance.</p> <p>First aid principles (DRABC) are demonstrated and practiced.</p> <p>Link to assessment task 4.</p> <p>Compare work placement experiences regarding provisions for first aid.</p>
<p><i>RTC2704A Provide basic first aid</i></p> <p>1 Assess the situation 1.4 The casualty's physical condition and vital signs are assessed.</p> <p>2 Apply basic first aid techniques 2.2 First aid care is provided in</p>	<p>Workplace Illness and Injury</p> <p>Injuries/illness</p> <ul style="list-style-type: none"> • abdominal trauma • allergic reactions • bleeding (internal and external) • burns • cardiovascular failure • chemical contamination 	<p>Brainstorm the types of injuries/illness and their symptoms that may occur in the work place and identify their most likely causes.</p> <p>Identify the types of injuries that may occur during fencing operations if appropriate precautions are not taken.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>accordance with established first aid procedures.</p>	<ul style="list-style-type: none"> • choking • cold injuries • dislocations and fractures • drowning • fits • heat exhaustion • hypothermia • inability to move body parts • numbness • pain • poisoning from toxic substances • pre-existing illness/medical conditions including epilepsy, diabetes and asthma • confusion, delirium • rigidity • shock • tremors • unconsciousness. 	<p>Role play response and treatment for a range of injuries that may occur during fencing (including crushed fingers, cuts from barbed wire, sunburn, heat stroke, eye injury, back injury, piercing of body by wire, etc).</p> <p>Link to assessment task 4.</p>

Sample Program 3

Weed control and chemical application and safety

Rationale:

This theme provides an opportunity for students to develop knowledge and skills in the safe application of chemicals for the control of weeds, pests and diseases. The work functions are carried out under supervision. With particular reference to weed control, students will learn to recognise common weeds, record relevant information and apply a range of treatments including chemical controls and alternative cultural and biological control methods.

Units of competency:

RTC2401A Treat weeds
 RTC2706A Apply chemicals under supervision

Suggested time frame:

Minimum 9 weeks

Key terms and concepts:

Treat weeds	Apply chemicals under supervision
<ul style="list-style-type: none"> • chemical labels • common weeds • contamination • control methods • environmental impacts • equipment • hazard identification • hazardous substances • legislation • Material Safety Data Sheets (MSDS) • <i>Noxious Weeds Act 1993</i> (NSW) • occupational health and safety (OHS) • off-target damage • personal protective equipment (PPE) • <i>Pesticides Act 1999</i> (NSW) • post treatment operations • residue • risk assessment • Standard Operating Procedures (SOP) • toxicity • treatments • waste disposal • weed growth characteristics • workplace records 	<ul style="list-style-type: none"> • application rate • application tools and equipment • chemical inventory • chemical labels • chemical poisoning • chemical spill procedures • clean up • codes of practice • decontamination • disposal of chemicals • dry formulations • emergency services • Environment Protection Authority (EPA) • handling, transport and storage of chemicals • hazardous substances • hazards • integrated pest management • legislation relating to the use of chemicals • liquid formulations • maintenance of equipment • Material Safety Data Sheet (MSDS) • measuring and decanting • occupational health and safety (OHS) • personal protective equipment (PPE)

	<ul style="list-style-type: none">• pre- and post-operational checks• reporting and recording• risk assessment• safe work practices• types of chemicals.
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Assessment:

Unit	Possible assessment strategy
<p>RTC2401A Treat weeds</p>	<p>Assessment task 1 <i>Monitor, record and report details of weed occurrence in your local area.</i></p> <p>Choose an area of land and identify a minimum of four (4) weeds.</p> <p>Prepare a report with the following details: physical description, common name, location and occurrence and suitable methods of control (including, if any, alternatives to chemical use). Highlight the possibility of off-target damage and potential threats to surrounding areas depending on choice of control method.</p> <p>Include a recommendation for the most suitable method of weed control for that particular area. Briefly justify choice of method.</p> <p>The report may include a combination of pictures, photos, word processing, and weed specimens.</p>
<p>RTC2706A Apply chemicals under supervision</p>	<p>Assessment task 2 <i>Interpreting chemical labels and Material Data Safety Sheets (MSDS)</i></p> <p>Provide labels and MSDS for two (2) commonly used agricultural chemicals (eg. one used with plants and one used with livestock). Students interpret and/or analyse information provided on documents to answer a range of questions. Questions could include directions for use, active constituents, signal heading, withholding periods, storage, disposal, safety directions (including PPE), first aid and dangerous goods classification.</p>
<p>RTC2401A Treat weeds RTC2706A Apply chemicals under supervision</p>	<p>Assessment task 3 <i>Practical activity involving use of chemicals for weed control</i></p> <p>In pairs, and under supervision, students use chemical/s to treat weed/s.</p> <ol style="list-style-type: none"> 1. Select treatment method for identified weeds in consultation with the supervisor (teacher). 2. Provide a brief report outlining: <ul style="list-style-type: none"> ▪ risk assessment – identify potential hazards, assess associated risks and outline strategies to control/eliminate risks (consider perspectives of workers, other colleagues, other people, livestock and environment) ▪ selection and preparation of application equipment and personal protective equipment (PPE) ▪ preparation of chemical treatment (include a copy of the chemical label and MSDS with important information noted/highlighted) ▪ safe work practices ▪ post-treatment activities including clean up, disposal of waste and maintenance and storage of PPE. 3. Apply treatment in a safe manner and in such a way that non-target damage is minimised. 4. Maintain appropriate records – complete a weed inventory and chemical application details.
<p>RTC2706A Apply chemicals under supervision</p>	<p>Assessment task 4 <i>Case study- workplace emergency</i></p> <p>Case study should present a scenario enabling students to respond to the following:</p> <ul style="list-style-type: none"> ▪ paths of entry of poisons into the body ▪ procedures for dealing with a chemical spill ▪ basic first aid.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2401A Treat weeds</i></p> <p>1 Prepare to treat weeds</p> <p>1.1 Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name.</p> <p>1.2 Details of the weed occurrence are recorded and reported to the supervisor.</p>	<p>Common weeds</p> <p>Common weeds which impact on commercial crops, gardens and turf and natural areas</p> <ul style="list-style-type: none"> • recognise by their common name • growth characteristics • awareness of their impact. <p>Appropriate methods for recording details of weed occurrence</p> <ul style="list-style-type: none"> • electronic records • files • database folders • pictures • photos • word processing • collections. <p>Monitoring, recording and reporting details of weed occurrence</p> <ul style="list-style-type: none"> • physical description • common name • location and occurrence • possibility of off-target damage and potential threats to surrounding areas. 	<p>Brainstorm – list a range of common weeds.</p> <p>Utilising the internet as a research tool – for a range of common weeds in your local area, record the following information in table format:</p> <ul style="list-style-type: none"> – common name – physical description – growth characteristics – impact on surrounding area. <p>Identify the advantages and disadvantages of each method for clear and concise records.</p> <p>Link to assessment task 1.</p> <p>Link to assessment task 1.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>1 Prepare to treat weeds</p> <p>1.3 Treatment methods are selected in</p>	<p>Weed treatment and control</p> <p>Procedures for selecting treatment methods</p> <ul style="list-style-type: none"> • correctly identifying the target 	<p>Class discussion and case study samples.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>consultation with the supervisor.</p>	<ul style="list-style-type: none"> • researching the products registered for the purpose • appropriateness of the product to the life cycle of the weed • level of toxicity • environmental implications • access to appropriate application and safety equipment • disposal of unwanted chemicals and containers • residue or resistance problems. <p>An understanding of the principles of treatment and control methods</p> <ul style="list-style-type: none"> • cultural <ul style="list-style-type: none"> – the use of tolerant or biological cultivars – choice of location – time of planting – fertilisers – plant rotation – sanitation • mechanical <ul style="list-style-type: none"> – hoeing and chipping – soil tillage – slashing and cutting – chaining or scrubbing – ripping • physical <ul style="list-style-type: none"> – hand weeding – drainage – temperature – light • biological <ul style="list-style-type: none"> – disease-resistant varieties – using a natural predator – companion planting • chemical <ul style="list-style-type: none"> – artificial chemicals – dusts/sprays. 	<p>Handout – outline each weed control method.</p> <p>Class discussion to note the benefits and limitations of each method.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2706A Apply chemicals under supervision</i></p> <p>2 Use application and personal protective equipment 2.1 Chemical label is interpreted.</p>	<p>Pest management</p> <p>Use of chemicals as one form of pest management.</p> <p>Integrated Pest Management procedures</p> <ul style="list-style-type: none"> • identification of pests • alternative control methods • risk assessment. 	<p>Debate – use of chemicals versus alternative environmentally friendly methods of pest, disease and weed control.</p> <p>Handout – define integrated pest management and procedures.</p> <p>Link to assessment task 1.</p>
<p><i>RTC2706A Apply chemicals under supervision</i></p> <p>2 Use application and personal protective equipment 2.1 Chemical label is interpreted.</p>	<p>Chemical types</p> <p>An awareness of the different types of chemicals</p> <ul style="list-style-type: none"> • herbicides • fungicides • insecticides • algacides • growth regulators • bioagents • vaccines • nematocides • rodenticides • antimicrobial • anthelmintics • hormonal growth promotants. <p><i>NB Application of S6 and S7 are excluded from this unit of competency (see Range of Variables).</i></p> <p>An awareness of formulation types</p> <ul style="list-style-type: none"> • dry formulations <ul style="list-style-type: none"> – dusts – granules – tablets – pellets 	<p>Brainstorm – list different types of chemicals.</p> <p>Group work – for each type of chemical listed, identify:</p> <ul style="list-style-type: none"> – available formulation types – main purpose – environmental effects. <p>Present details in a table format. Share findings with the class.</p> <p>Link to assessment task 2.</p> <p>View a range of chemicals.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> – wettable powders – soluble powders • liquid formulations <ul style="list-style-type: none"> – water soluble – emulsifiable – oil formation – flowables – aerosols – injectables – pour-on and spot-on. 	
<p><i>RTC2401A Treat weeds</i></p> <p>1 Prepare to treat weeds 1.5 OHS hazards are identified, risks assessed and reported to the supervisor.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>1 Follow instructions to check and maintain application and personal protective equipment 1.4 OHS hazards are identified and reported to the supervisor.</p> <p>2 Use application and personal protective equipment 2.3 Measurement and decanting of substances comply with directions.</p> <p>3 Apply chemicals 3.1 Hazards are identified and associated risks recognised.</p>	<p>Hazards</p> <p>Who or what may be at risk from hazards</p> <ul style="list-style-type: none"> • workers • members of the public • animals external to the workplace <ul style="list-style-type: none"> – wildlife – pets – bees – fish – birds • machinery and equipment • environment. <p>Methods of poisoning in humans</p> <ul style="list-style-type: none"> • inhalation • absorption • ingestion • injection. 	<p>Brainstorm – hazard identification.</p> <p>Link to assessment task 3.</p> <p>Handout – paths of entry of poisons into the body.</p> <p>Class discussion – methods of limiting exposure.</p> <p>Role plays – respond to potential emergencies and apply first aid in the event of pesticide poisoning.</p> <p>Link to assessment task 4.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>An awareness of potential hazards associated with chemical control of weeds, pests and diseases</p> <ul style="list-style-type: none"> • use of hazardous substances • mixing and preparation (including decanting) of chemicals • application of chemicals • re-entry into previously sprayed areas • bystanders and general public • manual handling • use of machinery and equipment • adverse weather conditions • slippery surface. <p>Reporting potential hazards to the supervisor</p> <ul style="list-style-type: none"> • formal/informal • verbal/nonverbal. 	<p>Class discussion.</p> <p>Link to assessment task 3.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>1 Prepare to treat weeds 1.5 OHS hazards are identified, risks assessed and reported to the supervisor.</p> <p>2 Treat weed 2.4 Treatments are applied according to OHS and regulatory requirements.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>1 Follow instructions to check and maintain application and personal protective equipment 1.4 OHS hazards are identified and reported to the supervisor.</p> <p>3 Apply chemicals</p>	<p>Risk assessment</p> <p>A basic understanding of risk assessment:</p> <ul style="list-style-type: none"> • identify hazard • assess associated risks • strategies to control/eliminate risks. <p>Risk minimisation</p> <ul style="list-style-type: none"> • correct use of personal protective equipment (PPE) • appropriate application timing • appropriate quantity and strength • correct application methods • signage • spraying in appropriate weather conditions • chemical selection • re-entry restrictions • alternate pest control. 	<p>Workplace scenario – carry out a basic risk assessment for a specific weed control, including who or what may be at risk.</p> <p>Role play – verbal report to supervisor.</p> <p>Tie in with previous workplace scenario.</p> <p>Class discussion – weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>3.1 Hazards are identified and associated risks recognised.</p>	<p>Appropriate OHS controls</p> <ul style="list-style-type: none"> • appropriate PPE • basic first aid training and access to first aid kits • safe work procedures • access to communication devices • safety procedures for the protection of others. 	
<p><i>RTC2401A Treat weeds</i></p> <p>2 Treat weed</p> <p>2.2 Treatments are prepared according to supervisor’s instructions and manufacturers guidelines.</p> <p>2.4 Treatments are applied according to OHS regulatory requirements.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>3 Apply chemicals</p> <p>3.3 Safe working practices relevant to the situation are followed.</p>	<p>Legislation</p> <p>A basic understanding of legislation relating to weed treatments and the use of chemicals including:</p> <ul style="list-style-type: none"> • <i>Noxious Weeds Act 1993</i> (NSW) • <i>Noxious Weeds Regulation 1993</i> (NSW) • <i>Agricultural and Veterinary Chemicals Act 1994</i> (Cth) • <i>Dangerous Goods Act 1975</i> (NSW) • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulation 2001</i> (NSW) • <i>Pesticides Act 1999</i> (NSW) • <i>Protection of the Environment Operations Act 1997</i> (NSW) • Code of practice for the control of workplace hazardous substances 1996 (NSW) • Code of practice for the safe use and storage of chemicals in agriculture 1998 (NSW). <p>OHS regulatory requirements</p> <ul style="list-style-type: none"> • disposal of chemicals • record keeping • access to site being treated • reporting accidents and dangerous goods. 	<p>Handout – briefly outlining legislation (see Section 6 of Support Document for examples).</p> <p>Link to assessment tasks 2 and 3.</p> <p>Class discussion to follow discussion of legislation.</p>
<p><i>RTC2706A Apply chemicals under supervision</i></p> <p>2 Use application and personal protective</p>	<p>Safe work practices</p> <p>Safe work practices</p>	<p>Visual stimulus (eg. cartoons, pictures, video clips, etc) to</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>equipment 2.4 Safe working practices relevant to the situation are followed.</p> <p>3 Apply chemicals 3.3 Safe working practices relevant to the situation are followed.</p>	<ul style="list-style-type: none"> • reading chemical label and Material Safety Data Sheet (MSDS) • use of PPE • selection of chemical • dilution rate • selection of applicator • application rate • operation of machinery and equipment • following manufacturer’s instructions • procedures for handling, transporting and storing chemicals • procedures for applying chemicals. 	<p>identify poor/good work practices.</p> <p>Class discussion – list the OHS responsibilities of employers and employees when using chemicals for pest, disease and weed control.</p> <p>Link to assessment task 3.</p>
<p><i>RTC2706A Apply chemicals under supervision</i></p> <p>2 Use application and personal protective equipment 2.1 Chemical label is interpreted.</p> <p>6 Transport, handle and store chemicals according to instructions and legislative requirements 6.1 Transport, handling and storage requirements for chemicals used are recognised and followed.</p>	<p>Manufacturer’s specifications - chemical labels and Material Safety Data Sheet (MSDS)</p> <p>Identification of the requirements for chemical handling, transport and storage found on chemical labels and MSDS.</p> <p>Information on chemical labels</p> <ul style="list-style-type: none"> • trade name • directions for use • product type • active constituents • broad claims of use • signal heading • net contents • manufacturer • restraints • withholding period • general instructions • precautionary statements • storage and disposal • safety directions and first aid instructions • emergency information 	<p>Students provided with a range of chemical labels and a worksheet requiring them to identify and interpret information contained on the label.</p> <p>Link to assessment task 2.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • batch number • manufacturer and expiry dates • dangerous goods information. <p>Information on MSDS</p> <ul style="list-style-type: none"> • manufacturer’s/supplier’s details • physical description and properties • identification of substance • use • ingredients • health hazard information • first aid • precautions for use • safe handling information • control point. 	<p>Students provided with a MSDS sheet for a common agricultural chemical and a worksheet requiring them to identify and interpret information contained on the sheet.</p> <p>Link to assessment task 2.</p>
<p><i>RTC2401A Treat Weeds</i></p> <p>2 Treat weed 2.1 Suitable personal protective equipment (PPE) is selected, used, maintained and stored.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>1 Follow instructions to check and maintain application and personal protective equipment 1.2 Application and personal protective equipment are prepared and adjusted for use appropriate to the situation and in accordance with OHS requirements. 1.3 Instructions are followed to identify and maintain damaged, non-functioning or worn equipment.</p>	<p>Personal protective equipment (PPE)</p> <p>Selection, use, maintenance and storage of PPE appropriate to the work task</p> <p>Consider:</p> <ul style="list-style-type: none"> – chemical to be used – method of application – chemical label and MSDS. <p>A range of PPE including:</p> <ul style="list-style-type: none"> • footwear • head protection – hard hat, sun hat and helmet • gloves • overalls • apron • respirator • face mask • hearing protection • eye protection – goggles, safety glasses and face guard 	<p><i>Students required to select, prepare and use appropriate PPE whenever handling chemicals.</i></p> <p>Students presented with a range of workplace tasks requiring use of chemicals.</p> <p>Students view a range of PPE.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>2 Use application and personal protective equipment 2.2 Application and personal protective equipment appropriate to the task are recognised and used, maintained and stored according to enterprise procedure and OHS requirements.</p>	<ul style="list-style-type: none"> • sunscreen • waterproof clothing. <p>Importance of correct fitting PPE.</p> <p>Understanding of the dangers of modifying and using PPE and application equipment in any manner other than for the purpose intended.</p> <p>Signs of damaged, non-functioning and worn equipment</p> <ul style="list-style-type: none"> • leaks • cracks • malfunction • worn components. <p>Maintenance of PPE according to manufacturer’s instructions and enterprise Standard Operating Procedures (SOP)</p> <ul style="list-style-type: none"> • cleaning and decontamination • correct storage • regular checks for damage • assess need for repair/replacement of worn, malfunctioning or damaged equipment/parts • disposal of single-use equipment. 	<p>Demonstration – correct wearing and fit of a range of PPE.</p> <p>Class discussion and case study analysis.</p> <p>Students presented with a range of PPE. Students to identify any items requiring maintenance.</p> <p>Carry out appropriate maintenance of a range of PPE.</p> <p>Link to assessment task 3.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>2 Treat weed 2.2 Treatments are prepared according to supervisor’s instructions and manufacturers guidelines.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>2 Use application and personal protective</p>	<p>Preparation of chemicals</p> <p>An understanding of the safe preparation of chemical treatments</p> <ul style="list-style-type: none"> • label and Material Safety Data Sheet (MSDS) directions • appropriate quantities • mixing and diluting solutions • decanting. 	<p>Teacher demonstration followed by practical activities for students (eg calculate the amount of chemical required using nominated product).</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>equipment 2.3 Measurement and decanting of substances comply with directions.</p>	<p>Measurement equipment</p> <ul style="list-style-type: none"> • graduated measures • measuring jugs • scales • volumetric measures (that correspond to weight). <p>Determining the amount and method of chemical measurement according to:</p> <ul style="list-style-type: none"> • chemical type • rate of application • application equipment to be used • chemical label • MSDS. 	<p>Teacher demonstration – measuring chemicals.</p> <p>Link to assessment task 3 and any practical activities.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>1 Prepare to treat weeds 1.4 Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>1 Follow instructions to check and maintain application and personal protective equipment 1.1 Pre and post operational checks and maintenance on application equipment are carried out according to manufacturers specifications and enterprise procedures.</p>	<p>Application equipment</p> <p>Knowledge of a range of application equipment</p> <ul style="list-style-type: none"> • knapsacks • backpack sprayers • hand-held pneumatic sprayers • drench guns • spot-on and pour-on applicators • syringes • wiper application • boom spray • spray tanks • fertiliser spreaders • drawn cultivation equipment • rippers • herbicide and weedicide applicators • handsaws. 	<p>Students to view a range of application equipment – preferably the actual item or alternatively a diagram.</p> <p>Handout – diagram of each piece of application equipment.</p> <p>Class discussion – equipment capabilities and limitations.</p> <p>Identify appropriate application equipment for a range of specified tasks.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>2 Use application and personal protective equipment 2.2 Application and personal protective equipment appropriate to the task are recognised and used, maintained and stored according to enterprise procedure and OHS requirements.</p> <p>3 Apply chemicals 3.2 Requirements for application equipment to accurately and effectively apply the required dose of the chemical to the target are followed.</p>	<p>Considerations for the selection of application equipment</p> <ul style="list-style-type: none"> • area to be treated • chemical to be applied • rate of application • formulation • chemical drift • pest/disease/weed to be treated. <p>Pre- and post-operational checks and maintenance according to manufacturers specifications, chemical labels and MSDS and enterprise guidelines</p> <ul style="list-style-type: none"> • weather conditions <ul style="list-style-type: none"> – imminent rain – wind speed – wind direction – humidity • nozzles <ul style="list-style-type: none"> – malfunction and blockages – size – type – correct settings • hoses <ul style="list-style-type: none"> – leaks – connections – blockages • regulators/gauges <ul style="list-style-type: none"> – malfunction – leaks – damage • function, suitability and condition of personal protective equipment <ul style="list-style-type: none"> – respirator cartridges – clothing – equipment • calibration of equipment/machinery 	<p>Class discussion.</p> <p>Link to assessment task 3.</p> <p>Teacher demonstration.</p> <p>Link to any practical activities.</p> <p>Problem solving activity: students presented with a faulty piece of application equipment. They are required to identify the fault and suggest solution. If appropriate, students can carry out maintenance.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • correct pressure settings • appropriate water volumes. <p>Maintenance of application equipment</p> <ul style="list-style-type: none"> • cleaning of residues • replacement of damaged, worn or non-functioning equipment and components. 	<p>Teacher demonstration and practical activity for students.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>2 Treat weed</p> <p>2.2 Treatments are prepared according to supervisor’s instructions and manufacturers guidelines.</p> <p>2.3 Treatments are applied in such a way than non-target damage is minimised.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>6 Transport, handle and store chemicals according to instructions and legislative requirements</p> <p>6.1 Transport, handling and storage requirements for chemicals used are recognised and followed.</p>	<p>Apply chemicals</p> <p>Handling</p> <ul style="list-style-type: none"> • mixing • loading • application. <p>An understanding of procedures to minimise non-target damage</p> <ul style="list-style-type: none"> • bare earth not being treated • early season crops not being treated • choice of the most appropriate chemical formulation • choice of the most appropriate application equipment • waiting for optimal weather conditions. <p>Consequences of incorrect preparation of treatments for the following:</p> <ul style="list-style-type: none"> • lakes, ponds and waterways • wildlife habitats and wetlands • neighbouring properties • public roads and amenities • travelling stock routes and reserves. 	<p>Practical work tasks under supervision:</p> <ul style="list-style-type: none"> – accurately interpret labels, record relevant information and measure application amounts – students should be given the opportunity to use a variety of chemicals and chemical application tools/equipment suitable for particular application tasks using safe and environmentally work practices. <p>Small group discussion – methods or strategies to minimise non-target damage. Share responses with class.</p> <p>Small group discussion. Share responses with class.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>RTC2706A Apply chemicals under supervision</i></p> <p>2 Use application and personal protective equipment 2.5 Procedures in the event of a chemical spill are identified and followed.</p> <p>6 Transport, handle and store chemicals according to instructions and legislative requirements 6.1 Transport, handling and storage requirements for chemicals used are recognised and followed.</p>	<p>Chemical spills</p> <p>Chemical spill procedures</p> <ul style="list-style-type: none"> • use of PPE • isolation of the spill • containment of the spill • identification of the chemical • decontamination of the spill • notification of appropriate authorities <ul style="list-style-type: none"> – Environment Protection Authority (EPA) – emergency services • clean up and disposal of the spill in an approved manner • procedures set out by MSDS • first aid if necessary. 	<p>Class discussion.</p> <p>Develop a flowchart to demonstrate the correct procedures for managing a chemical spill.</p> <p>Link to assessment task 4.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>3 Carry out post treatment operations 3.1 Equipment is shut down and cleaned with full consideration of environmental impacts and OHS requirements.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>4 Follow instructions to empty and clean equipment and containers according to directions 4.1 Instructions for clean-up are identified. 4.2 Equipment and clean-up methods using appropriate tools are followed.</p>	<p>Clean-up procedures</p> <p>Tools to assist with clean-up.</p> <p>Clean-up procedures according to MSDS and chemical label with due consideration to the environment and OHS.</p> <p>Environmental impact</p> <ul style="list-style-type: none"> • leaching and contamination of the water table • soil contamination • spray drift • damage to off-target organisms • contaminated produce • surface run-off • changes in soil structure <p>Appropriate procedures for cleaning of chemical application equipment to prevent build-up of chemicals</p> <ul style="list-style-type: none"> • cleaning on a purpose-built pad • cleaning inside and outside equipment 	<p>Teacher demonstration.</p> <p>Link to assessment task 2.</p> <p>Link to assessment task 3.</p> <p><i>Encourage students to consider environmental impact of any practical activity throughout the course.</i></p> <p>Teacher demonstration.</p> <p>Link to all practical activities.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • flushing nozzles • removal and cleaning of nozzle tips and screens • rusted or corroded parts • wiping with oil. 	
<p><i>RTC2401A Treat weeds</i></p> <p>3 Carry out post treatment operations 3.2 Treatment waste is disposed of causing minimal environmental damage.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>4 Follow instructions to empty and clean equipment and containers according to directions 4.2 Equipment and clean-up methods using appropriate tools are followed. 4.3 Instructions for disposal of containers and unused chemical or biological agents are identified.</p>	<p>Chemical disposal and treatment of waste</p> <p>Disposal of unwanted/excess chemical or biological agents</p> <ul style="list-style-type: none"> • use of approved disposal sites • use of approved collection groups including government collection • manufacturer or Australian Pesticides and Veterinary Medicines Authority (APVMA) [previously NRA] recall. <p>Treatment of the following waste according to labels, legislation and the EPA:</p> <ul style="list-style-type: none"> • empty used and unused chemical containers • unused work materials, including excess chemicals • plant debris and other organic matter 	<p>Class discussion.</p> <p>Internet search – APVMA and EPA.</p> <p>Link to assessment task 3.</p>
<p><i>RTC2706A Apply chemicals under supervision</i></p> <p>6 Transport, handle and store chemicals according to instructions and legislative requirements 6.1 Transport, handling and storage requirements for chemicals used are recognised and followed. 6.2 Requirements for storage of chemicals at the workplace are recognised and followed.</p>	<p>Transporting and storing chemicals</p> <p>Transport requirements</p> <ul style="list-style-type: none"> • use of separate compartment from persons and foodstuffs • protection from extreme weather • undamaged containers • securing load • locking vehicle when not attended to prevent access to chemicals by unknown persons • quantities that can be safely transported • groups of chemicals that can safely be transported together • chemical signage. 	<p>Case study/role-play workplace scenarios.</p> <p>Link to assessment tasks 2 and 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Storage of chemicals</p> <ul style="list-style-type: none"> • segregation of classes of chemicals • sealing chemical containers • intact labels • order of stock usage • securing leaking or damaged containers • accessible first aid kit • signage • ventilation and fume exhaust systems • concrete flooring and door sills • bunding • lockable door • sufficient lighting • spills kit • fire extinguisher • access to water. 	<p>Class to consider storage of chemicals at school.</p> <p>Develop a storage checklist that could be used in an OHS audit of an enterprise.</p>
<p><i>RTC2401A Treat weeds</i></p> <p>3 Carry out post treatment operations 3.3 Records are maintained according to enterprise guidelines.</p> <p><i>RTC2706A Apply chemicals under supervision</i></p> <p>5 Complete chemical records 5.1 Chemical inventory is recorded as instructed and as required by regulations. 5.2 Chemical application details are reported as instructed and as required by regulations.</p>	<p>Workplace records</p> <p>Types of records</p> <ul style="list-style-type: none"> • files <ul style="list-style-type: none"> – hard copy – electronic. <p>Requirements of a weed inventory</p> <ul style="list-style-type: none"> • OHS hazards • accidents and dangerous occurrences • weeds <ul style="list-style-type: none"> – location – numbers – off-target damage – potential threats – inventory • operation of machinery <ul style="list-style-type: none"> – name of operator 	<p>Provide students with workplace samples.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> – settings of equipment – condition of machinery and equipment • treatments <ul style="list-style-type: none"> – treatments applied – rate – date – success rates. <p>Chemical records</p> <ul style="list-style-type: none"> • chemical inventory • chemical application. <p>Purposes for chemical inventory</p> <ul style="list-style-type: none"> • stock control • out of date stock • legislative requirements. <p>Requirements of a chemical inventory</p> <ul style="list-style-type: none"> • date of purchase • product name • supplier • batch number • expiry date/date of manufacturer • dangerous goods class • date used • quantity used • quantity remaining • disposal of chemicals • signature. <p>Chemical application details</p> <ul style="list-style-type: none"> • time of treatment • date of treatment • quantity and type of chemical used • weather conditions • application equipment 	<p>Provide students with workplace samples.</p> <p>Class discussion.</p> <p>Students to make an entry into the school’s chemical inventory or complete a hypothetical chemical inventory.</p> <p>Class discussion – what details do you think need to be recorded when applying chemicals?</p> <p>Provide students with workplace samples.</p> <p>Link to assessment task 3.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • host and pest • accidents or dangerous occurrences • site/group treated • application and mixing rate • clean-up and disposal • withholding periods (WHP) • Export Slaughter Interval (ESI). 	<p>Define WHP and ESI.</p>

3.2 An Integrated Approach to Programming – Using Projects or Events

Project Planning

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
- develop a weed/pest integrated control program report
- prepare and show livestock
- propagate plants
- design posters and signs for display to encourage a safe workplace
- portfolio of work placement documents and student experience
- generate an electronic orientation handbook for staff or information manual used by staff for use of equipment or to carry out a task, such as fence erection or repair.

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

Using Part B of the syllabus, 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.

3.3 Programming Individual Units of Competency

When programming individual units of competency

- ensure that all elements of competency are addressed
- ensure that HSC requirements are addressed
- stress links with other units
- as far as possible, adopt an integrated assessment approach.

Sample Program 4 Weather or not

Rationale: This unit is intended to provide the opportunity for students to develop skills and knowledge to effectively observe, record and appraise weather and climate with a view to reducing the impact on farming activities and increasing productivity.

Unit of competency: RTE2503A Observe and report on weather

Suggested time frame: Minimum 3 weeks

Key terms and concepts:

Observe and report on weather	
<ul style="list-style-type: none"> • Bureau of Meteorology • climate • enterprise • forecasting techniques • forecasts • grazier alert • meteorological conditions • monitor weather and climate • preventative action • regular updates • relevant personnel 	<ul style="list-style-type: none"> • reporting and recording • weather • weather and climate conditions • weather maps • weather station • weather updates • weather warning • wind chill • wind shear • work programs • work tasks

Assessment:

Unit / Element of competency	Possible assessment strategies
<p>RTE2503A Observe and report on weather</p> <p>1 Check weather and climate information</p> <p>2 Carry out preventative action</p> <p>3 Monitor weather and climate</p>	<p><u>Suggested Tasks</u></p> <ol style="list-style-type: none"> 1. Report on the range of sources of weather information available to primary producers and their value from a management viewpoint. 2. Collect and record weather data over a period of time and assess the likely impact in respect to work tasks, safety of others, property, natural resources and local environment. 3. Outline an appropriate set of prevailing weather conditions that are suitable for two major rural activities and suggest reasons for these. <p>Practical activities</p> <p>Case study analysis and evaluation</p> <p>Written tasks (extended response, news articles, completing forms)</p> <p>Design tasks (posters, proformas, brochures, manuals, pamphlets, flow charts, checklists)</p> <p>Examination of knowledge (tests and quizzes)</p> <p>Verbal activities (discussions, debates, presentations, explanations)</p> <p>Research tasks (media/internet search and analysis)</p> <p>Observations</p>

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<p>1 Check weather and climate information 1.1 Weather and climate information is checked to determine likely conditions.</p> <p>3 Monitor weather and climate 3.1 Regular updates are accessed to determine ongoing suitability of current programs.</p>	<p>Weather Information</p> <p>Definition of weather and climate.</p> <p>Types of weather and climate information</p> <ul style="list-style-type: none"> • reports • warnings • data collected from property weather station • grazier alerts. <p>Sources for weather information and updates</p> <ul style="list-style-type: none"> • radio • television • the internet • email • fax • telephone • newspapers • word of mouth • weather station on property • interpretive tools • Bureau of Meteorology. 	<p>Class discussion about the difference between the terms weather and climate. Students develop a definition for each.</p> <p>Identify examples of different types of weather and discuss their differences.</p> <p>Identify the type of weather information that may be required by industry and the form this information may come in. Discuss the benefits of accessing different types of weather information.</p> <p>Brainstorm sources of weather information.</p> <p>Develop a scrapbook of weather reports from a range of sources including radio, TV, web, and newspaper. Students critically evaluate the different sources of weather information and their use for industry.</p> <p>Access regular weather updates for the local area over a two-week period using a range of sources. Use these updates to develop a summary of the weather for this period.</p> <p>Link to assessment task 1.</p>
<p>3 Monitor weather and climate 3.3 Research on forecasting techniques is undertaken to maintain currency of information.</p>	<p>Monitoring and Forecasting</p> <p>Forecasting techniques</p> <ul style="list-style-type: none"> • reading and interpreting weather maps • local measurements of temperature, precipitation and air pressure • use of current sources including Bureau of Meteorology web site. 	<p>Define temperature, precipitation and air pressure.</p> <p>Discuss the purpose of forecasting weather.</p> <p>Identify a range of forecasting techniques and their use.</p>

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		<p>Access the Bureau of Meteorology’s website www.bom.gov.au to examine a range of weather maps including radar and satellite images and climate maps and long term records. Interpret these maps and records to predict the weather, compare predictions to the actual weather.</p> <p>Link to assessment task 1.</p>
<p>1 Check weather and climate information 1.4 Report is made to supervisor of anticipated impact of weather and climate.</p> <p>2 Carry out preventative action 2.1 Information and advice are promptly disseminated to relevant personnel.</p> <p>3 Monitor weather and climate 3.4 Relevant information is documented and recorded according to enterprise requirements.</p>	<p>Reporting and Recording</p> <p>Verbal and written methods of reporting/ disseminating information and advice to</p> <ul style="list-style-type: none"> • supervisor • other staff and colleagues • owners and managers • neighbours. <p>Weather information to be recorded</p> <ul style="list-style-type: none"> • temperature • rainfall • relative humidity • percentage cloud cover • wind speed and direction • hours of sunlight. <p>Types of records</p> <ul style="list-style-type: none"> • manual • electronic. 	<p>Class discussion on the types of information and advice to be reported.</p> <p>Identification of appropriate methods for reporting weather information to specific personnel within an enterprise.</p> <p>Discuss situations where advice about the weather may need to be reported.</p> <p>Role-play the advice that would be given to farm staff regarding the arrival of a significant weather event eg. flood, severe wind, fire or hail.</p> <p>Class debate – record keeping (benefits of keeping records versus time taken to maintain records).</p> <p>Visit a weather station-farm/research station to examine their methods for recording information and the type of information collected.</p> <p>Observe and record local weather conditions over a six-week period. Use appropriate equipment to measure temperature, precipitation and air pressure. Present this information in table form.</p> <p>Discuss the value of the use of weather tools such as the Southern Oscillation Index (SOI) to assist in decisions regarding rural activities such as cropping.</p>

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<p>1 Check weather and climate information 1.2 Changed weather and climate situations are recognised. 1.3 Likely impact of changes in weather and climate are anticipated in respect to work tasks, safety of others, property, natural resources and local environment.</p> <p>3 Monitor weather and climate 3.2 Viability of livestock, horticultural or crop management practices are reviewed to ensure suitability within meteorological conditions.</p>	<p>Changes in Weather</p> <p>Changes in weather and climate including:</p> <ul style="list-style-type: none"> • flood • fire • wind • rain • hail • storm • cyclones • heat waves • snow • dust • frost • gale • rapid changes in temperature. <p>Identification of prevailing climatic conditions and their impact on commercial decisions and activities.</p>	<p>Brainstorm the types of weather changes that may occur throughout Australia.</p> <p>Group discussion on extreme weather events and how they may impact on Australian Agriculture.</p> <p>Individual student investigation on one aspect of weather in detail. Students to produce a 1-page report to present to the class (include a definition, causes and effect on the operation of rural activities).</p> <p>Link to assessment task 2.</p> <p>Identify prevailing climatic conditions by comparing current conditions to historical data eg. average temperature for June over the last 5 years.</p> <p>Class discussion to establish weather conditions suitable for undertaking workplace activities, eg. spraying, sowing, haymaking.</p> <p>Brainstorm farming activities that are NOT affected by changes in the weather.</p> <p>Link to assessment task 3.</p>
<p>1 Check weather and climate information 1.3 Likely impact of changes in weather and climate are anticipated in respect to work tasks, safety of others, property, natural resources and local environment.</p> <p>2 Carry out preventative action 2.2 Preventative action is determined</p>	<p>Effects of Weather</p> <p>Effect of changes in weather and climate on:</p> <ul style="list-style-type: none"> • work tasks • personal and other persons' safety • property • livestock and crops • natural resources • the local environment 	<p>Class discussion and case study scenarios.</p> <p>Identify occupational health and safety issues that may arise from changes in the weather and climate and discuss the responsibilities of employers and employees under legislative health and OHS requirements.</p> <p>Link to assessment task 2.</p>

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<p>according to the known effects on livestock, crops and work tasks.</p>	<p>Effects of the following on livestock, pastures, animal production and natural resources:</p> <ul style="list-style-type: none"> • wind shear • wind chill exposure • prolonged dry periods • rain. 	<p>Definition of key terms.</p> <p>Examine the effects of wind and rain on wind chill.</p> <p>Students to work in three small groups with the aim of determining the effects of these specific weather events on livestock, crops and routine work tasks. Individual groups present to the class.</p> <p>Link to assessment task 2.</p>
<p>2 Carry out preventative action</p> <p>2.2 Preventative action is determined according to the known effects on livestock, crops and work tasks.</p> <p>2.3 Actions to minimise loss and damage are implemented.</p> <p>2.4 Livestock, horticultural or crop management program or schedule of work tasks are adjusted and revised according to weather and climatic changes.</p>	<p>Preventative Action</p> <p>Development of appropriate work programs and activities which adapt to extreme weather conditions including:</p> <ul style="list-style-type: none"> • heat • cold • heavy rainfall • strong winds. <p>Strategies to prevent loss, damage or harm to:</p> <ul style="list-style-type: none"> • staff • livestock • crops • fodder • produce • property. <p>Actions to prevent loss, damage or harm:</p> <ul style="list-style-type: none"> • provision of shelter • shedding livestock • covering or moving fodder • installing fire-fighting equipment • providing access to auxiliary power • stockpiling supplies • moving stock • securing equipment and buildings • preparing fire breaks and assured water supply • rescheduling work tasks. 	<p>Examine and discuss a farm calendar of activities.</p> <p>Develop an enterprise work program for the farm calendar of activities outlining a timetable of scheduled tasks with consideration for climatic conditions.</p> <p>Modify scheduled work tasks for a rural activity in the event of extreme weather eg. shearing, spraying or marking.</p> <p>Class discussion to clarify the differences between loss, damage and harm.</p> <p>In pairs identify strategies to minimise loss, damage or harm experienced as a result of a major weather event by one of the six groups listed.</p> <p>Case studies – in small groups establish guidelines for long and short-term preventative action to be taken as a result of a significant weather event.</p> <p>Link to assessment tasks 2 and 3.</p>