



Illawarra and South Coast Region

Registered Training Organisation 90347

# Vocational Education and Training

# STUDENT GUIDE

## Primary Industries

Training Package (RTE03) Agriculture  
(RTE03) Rural Production  
(RTF03) Horticulture  
(RTD02) Conservation and  
Land Management

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## **Students: Please Note**

***You must read this booklet in conjunction with other information  
supplied by the school***



## Course Outline and Accreditation

### Aim

The Primary Industries Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to work, employment and further training within the primary industries sector. Through study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and which can assist them in making informed career choices.

### Qualifications

The Primary Industries Curriculum Framework is based on the national Conservation and Land Management Training Package (RTD02), Amenity Horticulture Training Package (RTF03) and the Rural Production Training Package (RTE03).

- Certificate II in Conservation and Land Management (RTD20102)
- Certificate II in Rural Operations (RTE20703)
- Certificate II in Agriculture (RTE20103)
- Certificate II in Horticulture (RTF20103)
- Certificate II in Agriculture *specialising in* Beef Production, Dairy Production, Goat Production, Horse Breeding, Pig Production, Poultry Production, Sheep and Wool Production, Grain Production, Cotton Production or Sugar Production (RTE20103)
- Certificate II in Irrigation (RTE20203)
- Certificate II in Production Horticulture (RTE20603)
- Certificate II in Crutching (RTE20503)
- Certificate II in Shearing (RTE20403)
- Certificate II in Wool Handling (RTE20303).

If a qualification is only partly achieved, a Statement of Attainment can be issued for successful achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for a full qualification. RTOs must recognise and give credit for the competencies that have been recorded on a Statement of Attainment.

### Primary Industries (240 indicative hours)

#### Purpose

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for employment in a primary industries environment.

#### Course Structure

This course comprises 9 mandatory units of competency and an elective pool containing 42 units of competency.

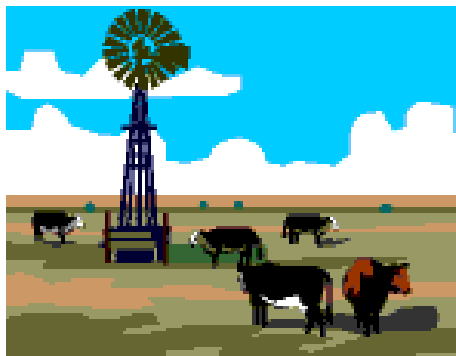
**Course Requirements**

- Students must attempt:
  - **ALL** mandatory units of competency
  - **AND** a selection of units of competency to a minimum value of 110 indicative hours from the elective pool.
- Students must complete a minimum of 70 hours of mandatory work placement.

<b>MANDATORY Attempt ALL units</b>		
<b>Unit code</b>	<b>Unit title</b>	<b>HSC indicative hours of credit</b>
RTC2209A	Install, maintain and repair fencing	15
RTC2401A	Treat weeds	10
RTC2701A	Follow OHS Procedures	20
RTC2702A	Observe environmental work practices	15
RTC2704A	Provide basic first aid	10
RTC2705A	Work effectively in the industry	15
RTC2706A	Apply chemicals under supervision	25
RTC2801A	Participate in workplace communications	10
RTE2503A	Observe and report on weather	10

<b>ELECTIVE POOL Attempt units to a minimum value of 110 indicative hours</b>		
<b>Unit code</b>	<b>Unit title</b>	<b>HSC indicative hours of credit</b>
<b>General</b>		
RTC2210A	Maintain properties and structures	20
RTC2301A	Undertake operational maintenance of machinery	10
RTC2307A	Operate machinery and equipment	20
RTC2309A	Operate tractors	30
RTD2202A	Conduct erosion and sediment control activities	10
RTD2313A	Clean machinery of plant, animal and soil material	10
RTD2803A	Observe and report plants and/or animals	10
RTE2201A	Carry out basic electric fencing operations	15
RTE2308A	Operate ride-on vehicles	15
RTE2603A	Lay irrigation and/or drainage pipes	15
RTE2804A	Provide information on products and services	15
RTE2902A	Collect and record production data	10

<b>Livestock</b>		
RTE1105A	Undertake basic shearing and crutching	20
RTE2110A	Maintain livestock water supplies	15
RTE2113A	Monitor livestock to parturition	10
RTE2114A	Monitor water supplies	15
RTE2115A	Muster and move livestock	10
RTE2117A	Pen sheep	15
RTE2118A	Handle livestock using basic techniques	15
RTE2124A	Carry out birthing duties	10
RTE2128A	Provide feed for livestock	15
RTE2134A	Assist with feeding in an intensive production system	10
RTE2136A	Load and unload livestock	10
RTE2144A	Carry out regular livestock observation	10
RTE2216A	Assist in preparing for shearing and crutching	15
RTE3133A	Prepare livestock for competition	20
<b>Plants</b>		
RTC2012A	Plant trees and shrubs	15
RTC2016A	Recognise plants	10
RTC2026A	Undertake propagation activities	20
RTC2404A	Treat plant pests, diseases and disorders	15
RTD2004A	Collect, prepare and preserve plant specimens	15
RTF2013A	Pot-on plants	5
RTF2014A	Prepare and maintain plant displays	20
RTF2017A	Prune shrubs and small trees	10
RTF2024A	Tend nursery plants	10
RTF2025A	Transplant small trees	10
RTF2504A	Determine basic properties of soil/growing media	10
RTE2010A	Establish horticultural crops	15
RTE2011A	Assist agricultural crop establishment	15
RTE2021A	Support horticultural crop harvesting	15
RTE2029A	Assist agricultural crop maintenance	10
RTE2030A	Assist agricultural crop harvesting	15



## **Fees Schedule**

Please refer to information supplied by your school for the schedule of fees.

**Refunds** for course fees will be considered on an individual needs basis.

## **Assessment Outline**

### **Competency Based Assessment**

The courses within Curriculum Frameworks are competency-based courses.

- In a competency based course, your performance is judged against a prescribed standard – not against the performance of other participants.
- The purpose of assessment is to judge competence on the basis your performance against the performance criteria set out under each element of competency.
- You will be judged either **competent** or **not yet competent**. This judgment is made on the basis of evidence that may be in a variety of forms.
- Competency based assessment is based on the requirements of the workplace.
- Your assessment will be fair, valid, consistent and to industry standard.
- You will receive an Australian Qualifications Framework Certificate, or Statement of Attainment.

### **HSC Examination**

- The Higher School Certificate examination in a curriculum framework (240 indicative hours) is optional. If you require a University Admissions Index (UAI), and you are undertaking a 240 hour course, then you should consider sitting for the examination.
- It will consist of a written examination. You will nominate during the HSC year to undertake the optional examination.
- The examination is independent of the competency based assessment undertaken during the course and has no impact on your eligibility for an AQF qualification

### **HSC Examination Specifications**

The examination in Primary Industries is a two-hour written paper worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas:

1 Mandatory units of competency in Primary Industries (240 indicative hours) including:

- elements of competency
- performance criteria
- range of variables
- evidence guide, including:
  - what evidence is required to demonstrate competency for this standard as a whole?
  - what specific knowledge is needed to achieve the performance criteria?
  - what specific skills are needed to achieve the performance criteria?
  - what processes should be applied to this competency standard?

The mandatory units of competency are:

<b>Unit code</b>	<b>Unit title</b>
RTC2209A	Install, maintain and repair fencing
RTC2401A	Treat weeds
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2706A	Apply chemicals under supervision
RTC2801A	Participate in workplace communications
RTE2503A	Observe and report on weather.

2 Minimum prescribed learning contained in the HSC requirements and advice for each mandatory unit of competency (see *Primary Industries Curriculum Framework Part B*), described as:

- key terms and concepts, and
- HSC requirements and advice.

3 Associated key competencies.

**The paper will consist of THREE sections:**

*Section I (15 marks)*

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

*Section II (35 marks)*

- The questions in this section are short-response items, in parts.
- All questions in this section are compulsory.
- Question parts will range in value.

*Section III (30 marks)*

- The questions in this section are extended-response items.
- Students must attempt TWO questions.
- All questions are of equal value.

## **Recognition of Prior Learning (RPL)**

*.(Extract from Recognition of Prior Learning for the Higher School Certificate – the full document is available on the BOS web site in the Reading Room)*

“The Board of Studies uses the term Recognition of Prior Learning (RPL) as a generic term for the two mechanisms (credit transfer and advanced standing) by which the Board recognises formal or informal study and/or relevant life experience as contributing to the award of the Higher School Certificate.

The Board’s RPL arrangements are intended to provide for *individual* students. The provisions are primarily for those students who are re-entering the education system to seek the award of the Higher School Certificate. The Board may grant this recognition as:

- credit transfer for study successfully completed in TAFE or another recognised post-secondary institution;
- advanced standing under which students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes.”

### **What is RPL (Recognition of Prior Learning)?**

- A way of giving you an opportunity to demonstrate your skills and understandings, taking into account when, where and how learning was undertaken.
- A process by which you can gain credit towards a qualification based on achievements.
- An opportunity for you to identify new pathways for learning and development.

### **RPL process**

- You will be informed of your right to claim for RPL;
- If you wish to claim RPL you must complete the required form;
- the school must support you through the process;
- assessment of your claim for RPL must comply with procedures and requirements of the Australian Recognition Framework and the Board of Studies;
- to assist your application for RPL, a “Student Checklist” has been provided.
- Speak to your teacher/VET Coordinator for assistance and support

Schools must follow the Board of Studies Procedure for RPL There are two BOS documents that refer to RPL and these should be followed when students request RPL.

Both documents indicate that it is the Principals decision to grant RPL in the form of Advanced Standing and Credit Transfer, however in some circumstances the application must be directed to the BOS for approval.

The documents from the BOS that outline the procedure are:-

1. BOS ACE Manual
2. Recognition of Prior Learning for the HSC

### Outline of Procedure to apply for RPL –

- ❖ All students must be informed of their right to apply for RPL.
- ❖ The student should be guided through the process by a teacher
- ❖ The student completes the application form and lodges it with the Principal.  
It is important that all relevant information and documentation is attached to the application form
- ❖ The application form is reviewed by the Principal and if necessary assistance from the BOS or DET is sought .

### Information and Support to Students

It is important that you are made aware of RPL and that you understand the criteria and methods used to assess the extent of recognition that you might be granted.

You should be made aware of any implications of your RPL application for Higher School Certificate requirements, UAI purposes and Youth Allowance. You should be informed of advisers in the school and the community who can assist you with further information and counselling or in preparing your applications for RPL.

### If you are thinking about applying for RPL:

- you should have access to information about RPL and how it works (ask your school or Board of Studies Liaison Officer for more information);
- you should have information about the expected learning outcomes of the courses you've chosen, to help you to decide whether you might be entitled to RPL
- you can apply for Higher School Certificate credit transfer if you have completed a TAFE or other recognised post-secondary course and it was not counted towards the School Certificate;
- you can ask for help in preparing your application from your school ;
- you can expect that your application will be considered according to the principles included in the booklet *Recognition of Prior Learning for the Higher School Certificate*, a copy of which is available in all schools and TAFE colleges;
- you can make your case for RPL in a variety of ways (including in writing and/or orally, by submission of written or practical work, by submission of work and personal references or certificates etc);you can expect that a variety of methods will be used to assess the extent of RPL you can be granted (eg written or oral/aural tests, formal interviews, self-assessment checklists, informal questioning, written or practical projects);
- you have a right to know the result of your application for RPL and to an appeal if you wish.

## **What are your responsibilities?**

You have the following responsibilities:

- information in your application for RPL must be true and correct to the best of your knowledge;
- you must provide official documents and other evidence you have of any formal courses or work experience you've undertaken. Your school can advise on the type of documentation required;
- you must complete a written application for RPL and submit it to your school principal;
- you must carefully consider how your application for RPL could affect your chances of success at the Higher School Certificate and, perhaps, your UAI or Youth Allowance. You should speak to a teacher and/or student adviser about this;
- if, through personal circumstances, you are unable to provide official documentation or evidence of courses or work experience previously undertaken, you must provide this information in the form of a statutory declaration.

## **How can you get information and help?**

Further enquiries should be directed to your VET Coordinator or the principal of your school. You can also contact the Board of Studies Liaison Officer in your area.

## **Sources of Further Information and Advice**

The following people and organisations may be able to provide information, advice or assistance relating to credit transfer and advanced standing.

### ***At your school or college***

- Careers Adviser
- Principal
- Year Adviser
- VET Teacher
- VET Coordinator

### ***At the regional level***

Contact your nearest Vocational Education Consultant on 131536



### ***Industry Specific Advice/Information***

For contact numbers for Industry Training and Advisory Boards (ITABS) and details see the website for the Australian National Training Authority ([www.anta.gov.au](http://www.anta.gov.au)).



**Application for  
Recognition of Prior Learning (RPL)  
For Work Placement  
Vocational Education & Training – Illawarra and South Coast Region**

**Student's Name (print):** \_\_\_\_\_

**School:** \_\_\_\_\_

**Course Name:** \_\_\_\_\_

**Business Name:** \_\_\_\_\_

**Dear Employer,**

The above named student is undertaking a Vocational Education and Training (VET) course at school in which work placement in industry is a mandatory requirement. The student's part-time work in a relevant industry can be recognised as prior learning and meet the requirement for work placement. You are asked to kindly complete the following details and sign below in order to help the student gain this recognition.

**Date when employment commenced:** \_\_\_\_\_

**Is the student currently employed with your organisation?** Yes  No

**If not, when did the employment cease?** \_\_\_\_\_

**Average number of hours per week worked:** \_\_\_\_\_

**Please list the competencies, skills and duties that the student competently performed during the employment on the attached sheet.**

**Signed:** \_\_\_\_\_ **Print Name:** \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Position:** \_\_\_\_\_

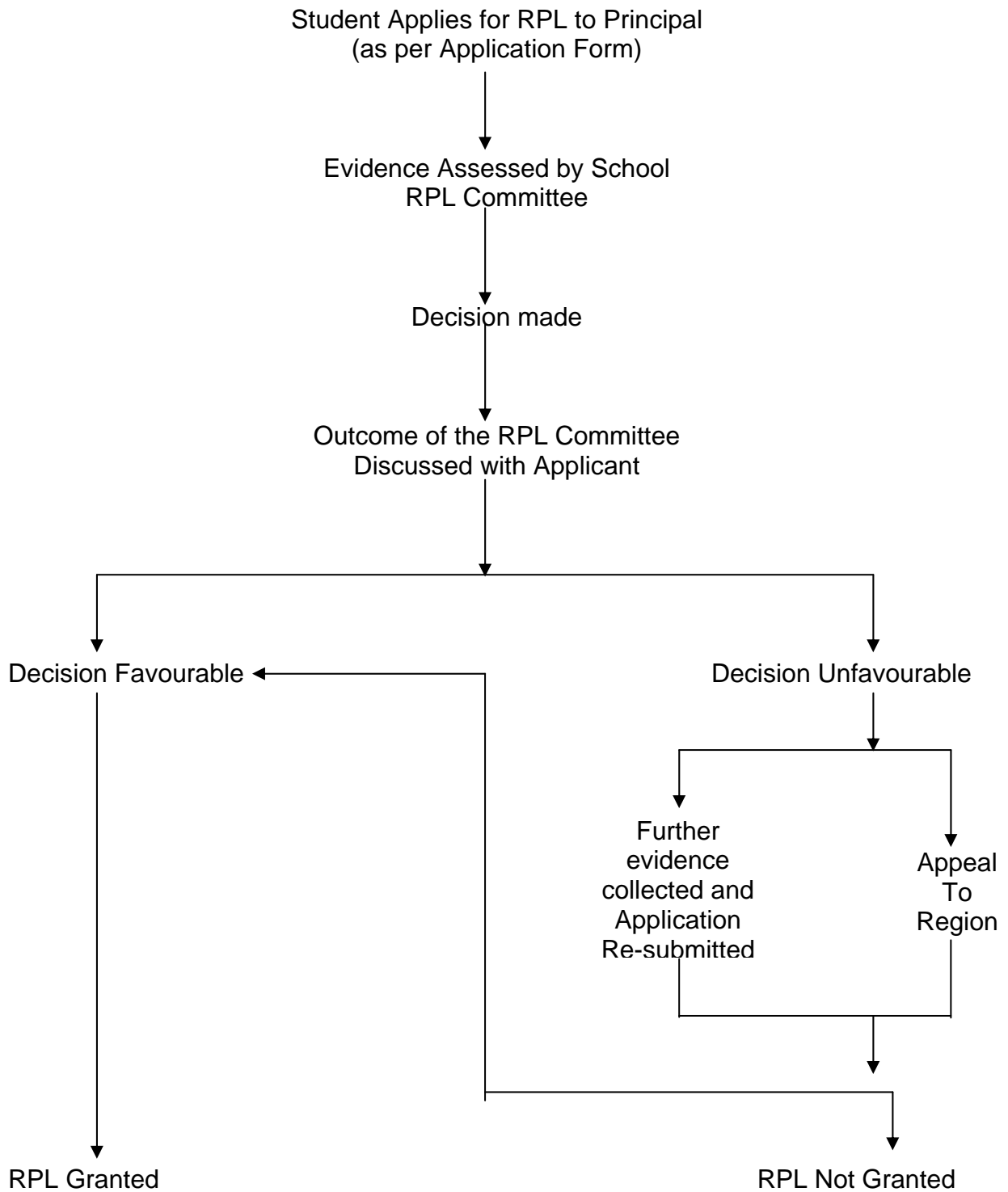
**Teacher Statement:**

**I certify that the above named student has met the requirements for recognition of student's employment for Work Placement purposes as detailed in the Board of Studies ACE Manual (Section 11:4.5.3) Checklist:**

- The minimum length of total hours of employment is greater than the minimum hours required of work placement.
- The employment is being undertaken during the duration of the course.
- The workplace supervisor has provided evidence of the range of syllabus learning outcomes and diversity of experiences that have been addressed during the student's employment.
- The principle purpose of the employment function is related to the student's VET industry curriculum framework course.

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**VOCATIONAL EDUCATION & TRAINING –Illawarra and South Coast Region  
SUMMARY OF PROCEDURES  
WHEN STUDENTS  
APPLY FOR RECOGNITION OF PRIOR LEARNING (RPL)**



***Should you have any concerns regarding the results of your application, you may lodge a written appeal to the Principal within 5 days.***

**VOCATIONAL EDUCATION AND TRAINING  
Illawarra and South Coast Region**

**RPL STUDENT CHECKLIST**

*Instructions* – Please provide as much information as possible to support your application. The following are suggestions only of ways you may support your claim.

- Complete application for RPL
  
- Attach copies (Not original) of certificates or record of training completed.
  
- Attach letter of support from employers (N.B. Must be on letterhead)
  
- Documentary evidence of life experience
  
- A list including contact numbers of employees/workmates/teachers/who could verify your skills
  
- Could you demonstrate these skills to prove you are competent?

## **Assessment appeals Process**

Students have access to an appeals process if you they feel in any way dissatisfied with the assessment process.

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between you and your assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. You lodge a formal appeal in writing to the Principal clearly stating your grounds for appeal . Appeals must be lodged within 5 days from the date of assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for you and your assessor to present your views in person before reaching a decision.

The panel will comprise of:

- A qualified VET teacher from another school
- RTO Representative
- Community Representative

If your appeal is upheld, the school arranges a re-assessment process with you. You should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, you have the right to lodge a further appeal with Queanbeyan District Vocational Education Consultant. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

### **Student Guide to Assessment Appeals**

This guide describes the appeal process and your rights. You have the right to have your appeal dealt with confidentially, fairly, promptly and without fuss.

You have the right to lodge an appeal against the assessment of your competency on the following grounds:

- The assessment process did not provide you with a fair and reasonable opportunity to demonstrate your competency.
- You were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- You were ill at the time of assessment (must be supported by a medical certificate).

The appeal must be lodged with the school within five working days of the actual assessment.

The school must deal with your appeal within five working days from the registered date of receipt of the appeal.

An appeals panel appointed by the RTO is given responsibility to manage the appeals system and process on its behalf.

In response to your appeal the appeals panel may:

- interview any of the people involved in your assessment process
- request another assessor to review your case
- schedule another assessment
- uphold or reject your appeal at any stage.

You have the right to have a support person of your choice during the appeals process to help you and to be your witness.

The school and appeals panel must accurately document all appeals procedures and outcomes and provide you with copies.

If you are still unhappy with the outcome of the appeal you can appeal to the Regional Vocational Education Consultant who will review the appeal. This will involve a review of all assessment records and details of appeal process conducted to this point.

Uphold or reject your appeal

*The RTO is genuinely concerned with any problems that may arise with the assessment system. If you can recommend ways in which the assessment system can be improved, we would welcome your suggestions.*



**VOCATIONAL EDUCATION & TRAINING – Illawarra and South Coast Region**  
**Assessment Appeal Submission**

**Student's Name:** (print) \_\_\_\_\_

**Course:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Please identify in the table below the units of competency that are the subject of the assessment appeal.

<b>Unit Code(s)</b>	<b>Unit of competency title(s)</b>	<b>Date assessed</b>

**Assessor's Name:** \_\_\_\_\_

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

**Grounds for the appeal:**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Office use only:

Date received: \_\_\_\_\_ Received by: \_\_\_\_\_

Date reviewed: \_\_\_\_\_ Decision: *Upheld/Rejected*

## Support Services

### Students with disabilities

- ❖ Gain support in Vocational Education and Training (VET) from your learning support team.
- ❖ Include it on your transition plan
- ❖ Complete an application form to access support to do the VET course
- ❖ Give the form and a copy of your transition plan to the VET coordinator

### Students with learning difficulties (who do not qualify for special needs support)

- ❖ Your teacher or VET coordinator is the first point of contact for assistance to help you with your VET course
- ❖ Support people available:
  - Support teacher (learning difficulties)
  - Counsellor
  - Aboriginal Education Assistants
  - Regional Office personnel



**ILLAWARRA AND SOUTH COAST REGIONAL SCHOOLS  
MISADVENTURE FORM**

**STUDENT ILLNESS/ACCIDENT/MISADVENTURE/MALPRACTICE APPEAL**

Student's Name \_\_\_\_\_

Student's Home School: \_\_\_\_\_

**I hereby request an interview in:**

Vocational Education Course: \_\_\_\_\_

Task due date: \_\_\_\_\_

Reason(s) for Appeal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**I have attached Medical Certification**

**I have attached statements**

From: \_\_\_\_\_

From: \_\_\_\_\_

Dr \_\_\_\_\_

The school was notified via Mr/Mrs/Ms \_\_\_\_\_  
of the illness/accident/misadventure on \_\_\_\_/\_\_\_\_/\_\_\_\_

Student's Signature: \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent/Caregivers  
Signature: \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

Students must hand this completed together with certificates and/or statements to:  
Vocational Education Co-ordinator of the home school for the principal's consideration.

The appeal is/is not granted  
Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RESULTS OF THE SURVEY OF EMPLOYERS

The following table lists some things that employers think are important when considering if they will offer work to a school leaver

**10 = Very important      1 = Not important**

Attribute	Average rating (1-10)
Reliability	10
Willingness to learn	10
Punctuality	9
Ability to follow verbal instructions	9
Enthusiasm	9
Ability to work as a member of a team	9
Ability to follow basic written instructions	9
Ability to use initiative	9
Clean and tidy appearance	9
Friendliness	8
Ability to be well organised	8
Ability to work without supervision	8
Ability to speak fluently and with confidence	8
Appropriate dress sense	8
Ability to write legibly	8
Ability to work with numbers	8
Creativity	7
Some qualification related to the job	6
Qualifications in vocational areas	6
Casual or part-time employment	6
Work experience related to the job	5
HSC results	5

## Work Readiness

Work readiness involves you having what employers call “the right attitude”.

At the most fundamental level this means having:

- a positive attitude to spending some days in the workplace
- the capacity to function in an adult environment without the support of other students
- an enthusiastic attitude to the employer
- a clear interest in the work being done
- realistic expectations of the work that an entry-level student will be able to do in a workplace with commercial goals to achieve
- the willingness to be supervised, follow instructions and wear safety gear as directed
- the confidence to ask questions to clarify instructions
- pride in appropriate personal presentation
- the ability to communicate appropriately in an adult working environment
- the capacity to acknowledge customers and provide the assistance recommended by the employer
- a commitment to maintaining their reliability and punctuality for the whole of the period spent in the workplace
- completed a preparation for workplace learning program which includes OH&S practices, acceptable behaviour in the workplace (including child protection issues) and emergency contact procedures.

Before undertaking work placement, teachers need to assess your work readiness to ensure the placement benefits both you and employers. Additional indicators of work readiness may include your:

- understanding that work placement is a compulsory part of your HSC VET course and involves evaluation of your performance in the workplace by your teacher and may also involve assessment of competencies on the job
- organising your own safe travel arrangements to and from the workplace
- making arrangements to ensure your attendance for the duration of the work placement
- understanding your responsibility for providing and completing relevant paperwork as negotiated for the work placement
- understanding and demonstrating the capacity to meet employer expectations and priorities in the workplace
- developing strategies to cope with periods of intense activity and lesser activity during placement
- identifying concerns which should be brought to the attention of the supervising teacher or co-ordinator

- understanding the consequences of unsuccessful work placement for you , the employer, the teacher, the co-ordinator, the school or registered training organisation and the industry.

### **Student Withdrawal, Non-Attendance & Cancellation Of Work Placement**

You need to understand that a mandatory component of the successful completion of your preliminary and HSC VET course is the work placement. A large amount of time and effort is spent both by the work place coordinator and the host employers to organise meaningful workplace experiences.

Cancellation or withdrawal from a vocational placement can potentially jeopardise future vocational placement opportunities for other students.

- If your work placement is interrupted due to illness or family issues and you are unable to complete the work placement, in consultation with the workplace coordinator and course teacher, you will be provided with the opportunity to make up the hours.
- If you do not complete the required hours for work placement, without proper consultation with the course teacher and host employer, the responsibility of organising a second or partial work placement is no longer the responsibility of the work place coordinator.

### **Importance of Confidentiality in the Work Place**

- The definition of Confidentiality is keeping client and business information private
- As an employee you are entrusted to treat all information you come across as confidential
- It is an employee's responsibility to protect client and customer information
- It is an employee's responsibility to keep confidential any information concerning the business
- What you see and hear in the work place stays at work. No information can be told to anyone outside the work place
- No information is to be given to clients/customers without permission from the supervisor
- Identity and security checks are followed by staff (with approval from management) before releasing information on request

- Employees can only access files if given permission. No confidential material or files can leave a business
- No business dealings can be discussed with clients outside the place of work
- A breach of confidentiality will affect a business's reputation and cause financial loss
- An employee can be dismissed if information is given out
- Legal action may be taken against a person or organisation that reveals client and business information

### **How can you get a feel for whether a work site takes OH&S seriously?**

To start: use observation – you don't even have to open your mouth!

Is it a clean and tidy workplace?

- Well ventilated
- Well lit
- No spills on ground or spills clearly marked with a safety sign
- Clear corridors
- Neatly stacked equipment or supplies
- Absence of cables on floor
- Absence of protruding obstacles

Can you see OH&S signs?

- Exit signs clearly marked
- Hazard information displayed
- Emergency procedures displayed
- Visible information about fire extinguishers

What safety equipment is used?

- First aid cupboard that is accessible, well stocked and kept securely
- Fire extinguishers clearly visible
- Guards on machinery
- Safety switches on machinery
- Off switches are easily accessible
- Tags on machinery being inspected
- Hazard information clearly displayed eg materials safety data sheets (MSDS)
- Personal Protective Equipment (PPE) being worn correctly

Are correct manual handling techniques being used?

- Correct manual handling techniques and equipment used by staff

How accessible is emergency equipment and information?

- Visible fire extinguishers
- Emergency procedures displayed
- First aid equipment is easily accessible

Is the full range of staff committed to OH&S?

- Safety record displayed
- Staff using PPE correctly
- Staff using safe manual handling techniques
- Information on notice boards about OH&S consultations and/or OH&S training
- OH&S policies in place



## **What is Sexual Harassment?**

It is not sexual harassment to develop friendships (sexual or otherwise) with people in the workplace, as long as both of the people involved welcome that friendship and as long as it does not interfere with their work.

Sexual harassment is unwelcome attention. If someone at work offends, humiliates or intimidates you by:

- staring or leering at you
- unwelcome touching or physical familiarity or sexual assault
- coercing you with the promise of a job
- continually asking you out, or asking for sex, after you have said “no”
- telling smutty jokes in your presence
- intrusive questions about your personal life, your body or sexual habits
- trying to force you to have sex
- sexual insults or taunts
- requests for sex

then you are being sexually harassed

Sexual harassment may also include:

- posters, magazines, screensavers, calendars and other items of a sexual nature,
- or
- inappropriate email messages or video attachments or downloading and printing pornographic material

then you are being sexually harassed.

**This applies whether you are in paid or unpaid work.**

**REMEMBER:** It is sexual harassment only if the behaviour is unwelcome.

**THIS BEHAVIOUR IS UNLAWFUL AND YOU DO NOT HAVE TO PUT UP WITH IT.**

## What Is Racist Harassment?

Racist harassment is unfair treatment of people, usually from an Aboriginal or Non English speaking background, by others who hold negative attitudes based on the culture of those people and the way they look.

If someone at work offends, humiliates or intimidates you by:

- repeatedly mimicking your accent or the accent of other people
- telling racist jokes or making racist comments in your presence
- calling you or others names which are racist-based
- interfering with or attacking your property because of your cultural background
- writing or painting graffiti which urges the expulsion of, or violence against, certain groups
- refusing to accept or interact with you because of your cultural background
- segregating you from other people because of your cultural background
- assigning tasks to you, because of your cultural background, which are a marked departure from the tasks usually expected of work placement students (ie dirtier, less challenging, more repetitive).

then you are being subjected to racist harassment. This applies whether you are in paid or unpaid work.

**THIS BEHAVIOUR IS UNLAWFUL AND YOU DO NOT HAVE TO PUT UP WITH IT.**



## **Process To Follow When You Are Being Harassed On Sexual Or Racist Grounds**

You can do a number of things:

- If you feel comfortable enough to do so, tell the harasser straight away that you do not want them to behave in that way.
- Always contact the teacher responsible for work placement and explain the situation. They will then support you and act on your behalf.
- Tell the employer (who has a legal responsibility to ensure that employees are protected).
- Contact the NSW Anti-Discrimination Board

Under no circumstances should you feel responsible for, or guilty about the situation. All employers should be aware of, and support the provision of a workplace free from any form of harassment.

Under no circumstances accept behaviour which you find offensive - if you don't take action, the situation could worsen.

In many circumstances, the individual who is the harasser is not aware that their behaviour is unwelcome or inappropriate - they need to be told.

**ANY COMPLAINTS YOU MAKE WILL BE TREATED CONFIDENTIALLY.**

### **If I Lodge A Formal Complaint About Sexual Harassment Or Racist Harassment, What Will Happen?**

- Any action which is taken will be in consultation with you.
- No action will be taken against your wishes.
- Any complaints will be completely confidential.
- You will not be blamed.
- Your rights will be respected.
- Any help or support which you require will be provided.
- You will be protected from subsequent victimisation.



## **What should you do if you have an accident whilst on work placement?**

If you have an accident whilst on work placement, you should inform your supervisor at the workplace, as well as your teacher and/or work placement co-ordinator as soon as practicable, no matter how minor the injury. This includes accident or injury incurred whilst traveling to or from work placement. The school should complete the School Accident Report Form and take appropriate action in accordance with existing procedures for accidents to school students.

## **What should you do if you cannot attend the work placement on one or more days?**

If you cannot attend the work placement on one or more days, then you should inform both the employer and the school as soon as practicable. If at all possible (and you know you will be away on a certain day) you should report your absence before the absence occurs.

## **Debriefing**

After the Placement discuss with your teacher

- What went well and why?
- What didn't go well and why?
- What are the implications for the next placement?

The intention of debriefing is to get you to reflect on your work placement. Debriefing is a very important part of the work placement program.

It is important for you to reflect on what went well and why; what did not go well, and why; and the implications of this for the next placement.



## **Roles and Responsibilities**

### **Students**

- Select a suitable worksite for work placement in consultation with the teacher/coordinator
- Attend any work ready sessions
- OH&S course must be completed if attending a construction site
- Ring the employer and arrange a meeting the week before work placement – ensure employer reads and signs the Student Placement Record. Find out all requirements of the work placement eg. times, clothing etc.
- Complete all documentation and return to the teacher
- Be familiar with course assessment/appraisal requirements
- Notify all teachers of pending work placement
- Supply the employer with emergency contact details – both personal and school
- Attend all work days and shifts during work placement – be punctual at all times
- Dress appropriately at all times
- Ask for and accept feedback from the employer
- Contact the teacher immediately if a problem arises during work placement
- Follow all instructions and procedures
- Show respect for the employer's property and equipment
- Be motivated and enthusiastic – show that you are willing to learn
- If you make an error report it immediately
- Act in a way that you can be proud of yourself
- Contact both the employer and school if you are unable to attend work placement for any reason

- Be aware of all emergency and OH&S procedures
- Adhere to codes of confidentiality
- Write a letter of appreciation to the employer
- Attend any evaluation and feedback session

### **Parents**

- Be aware of all course requirements including assessment/appraisal guidelines
- Encourage student to be positive and enthusiastic
- Be conversant with details regarding insurance and child protection
- Read and sign all required documentation
- Assist in travel arrangements
- Motivate student to complete the work placement to the best of their ability
- Assist student to be organized for their work placement
- Make sure the employer has all emergency contact details
- Support student during the work placement period
- Make time to discuss the placement with the student
- Contact the employer and teacher if a problem arises



## Course Entry Form

Course Name: ..... Course Code:.....

Delivery Site (School): .....

Student's Name: .....  
Surname Given Name

Student's Home address:.....

Phone numbers: Home:..... Mobile:.....

Aboriginal or Torres Straight Islander descent? *(please tick)* Yes  No

Non English Speaking Background? *(please tick)* Yes  No

Do you have a disability that requires additional support or alternative teaching resources In order for you to have a fair chance to complete this course? *(please tick)* Yes  No

Male  Female Date of Birth ...../...../.....

P/T – Casual Job/Traineeship? *(please tick)* Yes  No  
 Details (workplace, hours, duties etc)

.....  
 .....

Future Career Choices .....

Do you agree to participate in any publicity relating to the VET course and work placement?  
*(please tick)* Yes  No

**RPL**

Do you wish to apply for recognition for any parts of this course? Yes  No  
*(If "Yes", you need to talk to your teacher and complete a Recognition of Prior Learning Application Form.)*

<p><b>STUDENT'S DECLARATION</b></p> <p>I have received a copy of the:</p> <ul style="list-style-type: none"> <li>Course outline and fees/refund schedule</li> <li>Assessment outline and rights to appeal</li> <li>Support services available to do this course</li> <li>RPL policy and procedure</li> </ul> <p><b>Signature:</b> _____ <b>Date</b>   /   /</p>	<p><b>OFFICE USE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;">Received</td> <td style="width: 20%;">Recorded</td> <td style="width: 40%;">RPL</td> </tr> <tr> <td>School VET Coordinator</td> <td></td> <td></td> <td>Y <input type="checkbox"/> N <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Received	Recorded	RPL	School VET Coordinator			Y <input type="checkbox"/> N <input type="checkbox"/>				
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*The personal information on this entry form is treated as strictly confidential at all times and is accessible to Illawarra and South Coast Region NSW Department of Education & Training Registered Training Organisation personnel and Local Community Partnership programs*