

Primary Industries Cluster D – The Environment Assessment Task



<https://www.azocleantech.com/article.aspx?ArticleID=898>

Units of Competency:

[AHCWRK201 Observe and Report on Weather](#)

[AHCWRK209 Participate in Environmentally Sustainable Work Practices](#)

[AHC BIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials](#)

Student Name: _____

Date of Issue: _____

Due Date: _____

Teachers: The completed student assessment task and the Evidence and Answer Guide must be securely retained on QMS for six months after the completion of the course. Also retain any other evidence that demonstrated how the student was deemed competent e.g. written tasks, photographs, videos.

STUDENT ASSESSMENT TASK

| | |
|--|---|
| Name of Task | Cluster D – The Environment |
| Name of VET Course | Primary Industries |
| Qualification Code and Name | AHC20116 Certificate II in Agriculture |
| Assessor Name(s) | Dr. A. O. Ajuyah |
| Units of Competency Assessed | AHCWRK201 Observe and Report on Weather AHCWRK209 Participate in Environmentally Sustainable Work Practices AHCBIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials |
| Pre-requisite units | NIL |
| Assessment Conditions | <p>Skills must be demonstrated in industry standard facilities e.g. school farm. This can either be an industry workplace or a simulated industry environment.</p> <p>Assessment may be completed by an individual as part of a group task. For group tasks the assessment outcome will be reported to individual students.</p> <p>The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.</p> |
| Resources and equipment required for Assessment | <p>The school will provide all appropriate resources for students to undertake assessment. Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> • physical conditions: <ul style="list-style-type: none"> ○ skills must be demonstrated in an environment that accurately represents workplace conditions • resources, equipment and materials: <ul style="list-style-type: none"> ○ horticultural or agricultural machinery and equipment relevant to workplace context ○ cleaning tools and equipment ○ appropriate cleaning agents • specifications: <ul style="list-style-type: none"> ○ workplace documents including policies, procedures and processes relevant to cleaning practices ○ manufacturers' operating instructions for equipment and machinery ○ cleaning agents' safety data sheets ○ specific legislation/codes of practice relevant to biosecurity and environmental waste. <p>Students will need access to the internet to access information and must provide the following for this assessment:</p> <ul style="list-style-type: none"> • Appropriate clothing and PPE • Clip board and pen |

Students must complete knowledge and skills development activities which prepare for and may contribute to assessment of competence.

| Assessment Method | Units of Competency | Duration | Due Date |
|---|--|----------------------|---|
| Part A: Written questioning | AHCWRK201 Observe and Report on Weather AHCWRK209 Participate in Environmentally Sustainable Work Practices AHCBIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials | 1 week | The completed cluster assessment task is to be submitted to Dr. A. O. Ajuyah , following school procedures by: 07/04/2020 • in class / before roll call on the due date |
| Part B: Structured Activity Scenario | AHCWRK201 Observe and report on weather | Over a 2 week period | |
| Part C: Direct observation of practical work | AHCWRK209 Participate in Environmentally Sustainable Work Practices AHCBIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials | 4 weeks | |

Foundation Skills incorporating language, literacy, numeracy and employment skills required for competent performance are embedded in the units of competency.

Additional Requirements

I have special needs and require adjustments to undertake this task. YES NO

Describe here how the task was modified for special needs and/or EAL/D e.g.

- Altering/simplifying the language used _____
- Providing support staff _____
- Providing tutorial sessions _____
- Providing additional time to complete the task _____
- Altering assessment methods used _____

Please note, when altering an assessment method such as use of verbal questioning instead of written response teacher must indicate alteration on the task (e.g. **V** written next to question)

Student Acknowledgement (To be completed before student is assessed)

I understand:

- The requirements of the assessment task and assessment methods.
- What is being assessed and can perform the tasks described in this assessment.
- I can apply for Recognition of Prior Learning (RPL), or Credit Transfer
- All work submitted must be my own and must not be copied from another person or source.
- The assessment appeals process.

Name Student's Signature: Date:

Part A: Written questioning

Instructions to students:

- You must attempt and complete **ALL** questions satisfactorily.
- Answer all questions in the space provided.
- This section is to be completed during class time
- You may use your class notes, textbook and digital learning resources (e.g. Passing Lane)
- You will need the internet to access a range of website including:
 - <http://www.dpi.nsw.gov.au>
 - [Work Health and Safety Act 2011](#)
 - [Work Health and Safety Regulation 2017](#)
 - <https://www.environment.gov.au/epbc>
 - <https://www.safeworkaustralia.gov.au/agriculture>
 - <http://www.bom.gov.au/>
 - <https://www.industry.nsw.gov.au/about/policies>

Task 1: Observe and Report on Weather

1. A) What is the difference between weather and climate?

- B) In Australia, who is the main organisation who monitor and report on weather?

- C) In the space below **briefly** explain how weather is forecast:

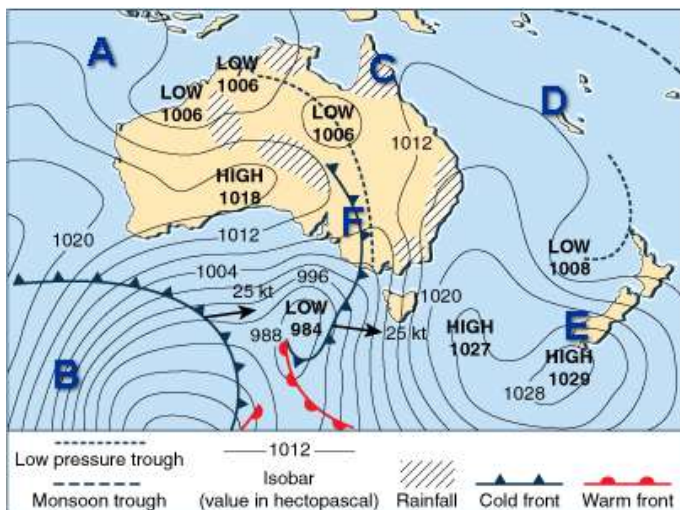
2. What legislation relates to the safety of farm workers?

3. List **five** tools and equipment used to measure weather in the table provided below.

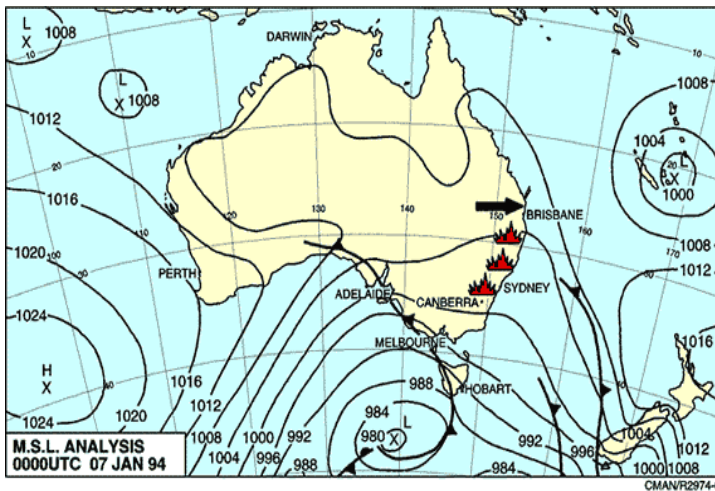
| Weather Measuring Tool | What Does the Equipment Measure? | Unit of Measurement Used |
|------------------------|----------------------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

- Read the information provided through the website link below to interpret the weather maps provided. Locate the symbols on the maps and outline what they mean in the table below.

Resource: <http://about.metservice.com/our-company/learning-centre/how-to-read-weather-maps/>



Weather Map 1



Weather Map 2

| Term | Draw the Weather Symbol | Definition |
|----------------------|-------------------------|------------|
| Cold Front | | |
| Warm Front | | |
| Fire Warning | | |
| Low Pressure System | | |
| High Pressure System | | |
| Rainfall | | |
| Isobars | | |

- In the table over the page, state the impact the following weather events may have on livestock, crops and pasture and suggest a strategy to reduce this impact.

| Forecast | Impact on Livestock, Crops and Pasture | Strategy to Reduce Level of Impact |
|---------------------------|--|------------------------------------|
| Extreme Cold/Chill | Livestock: | |
| | Crops: | |
| | Pasture: | |
| Extreme Heat/Fire Warning | Livestock: | |
| | Crops: | |
| | Pasture: | |
| Rainfall | Livestock: | |
| | Crops: | |
| | Pasture: | |
| Flood warning | Livestock: | |
| | Crops/Pasture | |
| Drought | Livestock: | |
| | Crops/Pasture | |

6. In the table below, outline the impact of the forecast on farm management practices and routine work schedules.

| Forecast | Impact of forecast on farm management practices / routine work schedules |
|--|--|
| Cold Front (Cold Temperatures/ Extreme Cold) | |
| Warm Front (High Temperatures/ Extreme Heat) | |
| Fire Warning | |
| Low Pressure System | |
| High Pressure System | |
| Rainfall | |
| Wind Chill/Shear | |
| Flood warning | |
| Drought | |

7. A) Define the following terms:

- Wind chill

- Wind chill exposure

- Wind shear

B) Why is the combination of rain, wind and cold temperatures so significant?

C) What is a Graziers' Alert?

D) Explain the importance of a grazier's alert to Primary Industries workers.

E) Outline the action a farmer would take if a grazier's alert was issued.

8. For the following weather events, state the hazards they present to the worker and how a worker can reduce the risks.

| Forecast | Hazard | Risk | Hazard Control | PPE |
|-----------------------|--------|------|----------------|-----|
| Extreme Cold | | | | |
| Extreme Heat | | | | |
| Fire | | | | |
| Heavy Rainfall | | | | |
| Flood | | | | |
| Cyclone/ Hurricane | | | | |

9. A) If a change in weather or extreme weather is predicted, who should a worker inform?

B) Describe how the worker should inform the relevant persons:

Task 2: Environmentally Sustainable Work Practices

1. A) Outline the meaning of sustainability as it relates to farms.

B) List FIVE examples of environmentally sustainable work practices in Primary Industries.

2. A) Why is it important to report resource use on farms?

B) Explain how you would report inefficient resource use and environmental risks and hazards when working on a farm and who would you report to?

C) Reporting environmental hazards and risks on farms is very important. State why it is so important.

3. Outline the legislation and code of practice relating to environmentally sustainable practices on farms.

| Name of Legislation or Code of Practice | Responsible authority | Legislation outline |
|---|-----------------------|---------------------|
| | | |
| | | |
| | | |
| | | |

4. Visit the following site from the Australian Government Job Outlook site and research the job description for a crop farm worker:
<https://www.joboutlook.gov.au/Occupation?search=alpha&code=8412>

Outline the following information:

A) Describe three of the daily tasks expected in the role.

B) What are the working conditions for this role?

C) What are three health and safety risks associated with the role?

D) What would be TWO rights of the worker?

E) What would be TWO responsibilities of the employer?

F) What is ONE Equal Employment Opportunity issue that may be associated with the role and how may it be addressed?

Task 3: Inspect and Clean Machinery for Plant, Animal and Soil Materials

Use the resources available from the Australian Department of Agriculture, Water and the Environment to help you answer the following questions to demonstrate your understanding about the importance of Biosecurity in Australia.

Source: <https://www.agriculture.gov.au/biosecurity>

1. a) What is Biosecurity?

b) State the importance of following biosecurity regulations.

c) List three biosecurity issues in **your area**:

2. What is the name of the act governing biosecurity in Australia?

3. What information must be included on a Safety Data Sheet (SDS) for a cleaning agent?

4. List **two** types of contaminants that can be found on machinery

| Type of Contamination | Example |
|-----------------------|---------|
| | |
| | |

5. Outline **the** ways weeds, pests and soil borne diseases can be spread by machinery, humans, equipment and animals.

Machinery:

Humans:

Equipment:

Animals:

6. List **five** pieces/types of PPE and five pieces of equipment required to conduct an inspection on machinery for plant, animal and soil materials.

| PPE Required | Equipment Required |
|--------------|--------------------|
| | |
| | |
| | |
| | |
| | |

7. State why is it important to know the operating features of a machine when cleaning it?

8. There are many hazards when inspecting and cleaning machinery for contaminates. For each example below, identify the hazards and list safety precautions to minimise the risk.

Hazards include:

Manual handling tasks; example, lifting heavy objects.

Biological organisms, products or substances; example livestock parasites.

Physical working environment; example electrical hazards, slips, trips and falls hazards, falling objects, noise, heat, cold and vibration.

| Task | Hazards | Risk minimising strategies |
|--|---------|----------------------------|
| Inspecting and cleaning tractor after the tractor was used to slash a grazing paddock. | | |
| Inspecting and cleaning farm vehicle after using to haul cargo and passengers to do fence repairs. | | |
| Inspecting and cleaning a post hole digger after being used to dig holes to construct a new fence. | | |

9. What are two of the most important safety precautions before inspecting a machine?

10. Explain how waste material should be disposed of.

11. Who should be notified of inspection results?

12. What should you do with suspicious plant or animal findings when inspecting machinery?

13. What should be done with PPE and clothing after inspecting and cleaning away potential contaminants?

| | |
|--|--|
| Student Feedback - Part A: Written questioning | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently used industry terminology to answer questions about: <ul style="list-style-type: none"> • Observing and reporting on weather – interpreting weather forecasts and maps • Inspecting and cleaning machinery safely • Participating in environmentally sustainable work practices | |
| Assessor Signature: | Date: |

Part B: Structured activity - Scenario/Case study

Instructions to students:

- You must attempt and complete **ALL** questions satisfactorily.
- Answer all questions in the space provided.
- This section is to be completed during class time
- You may use your class notes, textbook and digital learning resources (e.g. Passing Lane)
- Answer a series of general scenarios then use the school farm as a basis for your observations about weather and environmental sustainability.

Task 1: Observe and report on weather

1. Discuss possible preventative farm management practices for the following extreme weather scenarios.

A) Scenario 1 – Livestock

The farmer has organised for the shearer to come and shear his mob of 50 wethers on Monday. He has 40 ewes with lambs from one to five weeks of age. The weather bureau is forecasting heavy rain on Sunday with a graziers alert for Saturday and Sunday. Outline the management practices the farmer should implement.

B) Scenario 2 - Crop

The farmer is scheduled to start harvesting his wheat crop on Tuesday and Wednesday. The temperature is predicted to reach 45°C on Tuesday and be even hotter on Wednesday. There is also an extreme fire weather warning in place for both days. Outline changes to the day's scheduled activities that the farmer should make.

C) Scenario 3 – heat and birthing

A farmer is in the middle of lambing season. 100 ewes have already birthed in the last two weeks and 100 ewes are due to birth in the next two weeks. A forecast of 40-45°C is predicted every day for the next week. State what effect these temperatures may have on the neonates and the pregnant, birthing and lactating ewes.

Give TWO suggestions of actions the farmer can carry out to reduce the risk of heat stress on their flock.

D) Scenario 4 – cold and metabolism

A farmer has a herd of 300 Poll Herefords, which includes 120 weanlings which are currently being fed hay and grain. The daily maximum temperature for the farm is indicated in the table below.

| Week | Day | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------|-----------|--------|---------|-----------|----------|--------|----------|--------|
| 1 | Temp (°C) | 19 | 19 | 18 | 17 | 16 | 15 | 15 |
| 2 | Temp (°C) | 15 | 14 | 13 | 14 | 13 | 13 | 12 |

Describe the effect the above conditions will have on the amount of hay and grain the weanlings are eating and explain why. In your answer, relate temperature to metabolism.

E) Scenario 5 – prolonged dry periods

A farmer has a herd of 600 merinos. There are 400 wethers and 200 breeding stock. The farmer also crops barley on 2000ha of their farm. Over the last 4 years the average rainfall has dropped from 800mm to 200mm.

a) Describe the effects the farmer might observe on their property.

b) Describe the steps the farmer can take to conserve their property resources during this dry period.

Part B: Structured Activity – Scenario Observing weather on the school farm

1. Collect relevant weather data such as rainfall, temperature, humidity, wind speed and direction around the school farm using the weather measuring tools provided on the following pages. (e.g. minimum and maximum thermometer readings, rain gauge, wet and dry bulb, mini weather station.)

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Da 8 |
|----------------|-------|-------|-------|-------|-------|------------------|-------|------|
| Rainfall | | | | | | | | |
| Rain days | | | | | | | | |
| Minimum Temp | | | | | | | | |
| Maximum Temp | | | | | | | | |
| Humidity | | | | | | | | |
| Wind Speed | | | | | | | | |
| Wind direction | | | | | | | | |
| | | | | | | Supervisors sign | | Date |

2. Collect the **regional** data for the same 8 days. State what action you took on the farm in response to the weather.

Region Name: _____

| | Day 1 | Action taken | Day 2 | Action taken | Day 3 | Action taken | Day 4 | Action taken |
|----------------|-------|--------------|-------|--------------|-------|------------------|-------|--------------|
| Rainfall | | | | | | | | |
| Rain days | | | | | | | | |
| Minimum Temp | | | | | | | | |
| Maximum Temp | | | | | | | | |
| Humidity | | | | | | | | |
| Wind Speed | | | | | | | | |
| Wind direction | | | | | | | | |
| | Day 5 | Action taken | Day 6 | Action taken | Day 7 | Action taken | Day 8 | Action taken |
| Rainfall | | | | | | | | |
| Rain days | | | | | | | | |
| Minimum Temp | | | | | | | | |
| Maximum Temp | | | | | | | | |
| Humidity | | | | | | | | |
| Wind Speed | | | | | | | | |
| Wind direction | | | | | | | | |
| | | | | | | Supervisors sign | Date | |

3. Compare the school data to the regional data and outline the differences. In the comparison, use the terms 'actual' and 'forecast' weather to assist with clarification.

Task 2: Environmentally Sustainable Work Practices

1. A) Walk around **your school farm**. Complete the table by identifying how environmental hazards pose a risk to a worker or a person conducting a business or undertaking (PCBU) and proposing strategies to minimise this hazard. Consider workers/PCBU responsibilities, equipment required, disposal methods and the PPE needed.

Use the following website to help you:

<https://www.pbslearningmedia.org/resource/envh10.sci.life.eco.hazardfarm/environmental-hazards-on-the-farm/#.Wp4VbJNuY00>

| Environmental resource hazard | Environmental resource risk | Risk to worker or PCBU | Strategies to minimise environmental hazard |
|-------------------------------|-----------------------------|------------------------|---|
| | | | |
| | | | |

- b) The following website has a biosecurity protocol checklist. Complete the checklist below based on the school farm as part of this cluster.

<https://www.fambiosecurity.com.au/wp-content/uploads/2019/03/Organic-grains-biosecurity-best-practice-checklist.pdf>

Biosecurity best practice checklist

Date of biosecurity check: _____

| RECOMMENDED PRACTICES | YES | TO DO | COMMENTS |
|---|-----|-------|----------|
| Pests | | | |
| Crops and pastures regularly inspected for exotic pests. Maintain vigilance for anything unusual | | | |
| Active pest surveillance is regularly conducted, with activities and results recorded even when nothing is found | | | |
| You are aware of the beneficial organisms present on your farm and promote their activity | | | |
| You, your staff and family are familiar with the high priority pest threats for the grains industry | | | |
| You, your staff and family know how and where to report suspect pests | | | |
| Organic Management Plan integrates multiple management practices for established and exotic pest management | | | |
| Work with neighbours, government agencies, Landcare and/or pest control groups to reduce the spread of unwanted pests | | | |
| Product management | | | |
| Seed is checked to be free from pests | | | |
| Seed is certified to be pest-free | | | |
| Records of seed and its source maintained | | | |
| Grain loaded and unloaded on compacted surfaces away from production areas | | | |
| All grain storage and handling equipment thoroughly cleaned out at least three weeks before harvest | | | |
| Areas around grain silos kept free of spilt grain, weeds and general rubbish | | | |
| Silos pressure tested to ensure they are gas tight | | | |
| Aeration units for cooling and/or drying stored grain fitted to storages | | | |
| Bins, containers and bags of plant and seed material covered during transport | | | |

| RECOMMENDED PRACTICES | YES | TO DO | COMMENTS |
|--|-----|-------|----------|
| Equipment and vehicles | | | |
| Designated parking area for non-farm vehicles and contractor equipment available and clearly signed. Area checked regularly for new pests | | | |
| Cleaning and wash-down facilities, preferably on a concrete pad, provided for people, machinery and equipment and clearly signposted with instructions | | | |
| High pressure water and air available for use to remove plant material and soil from equipment and machinery | | | |
| Machinery entering the farm is inspected for insects, soil and plant material prior to entry | | | |
| Borrowed and second-hand machinery and equipment is cleaned of all plant material and soil before use | | | |
| Sump installed in wash-down facility to catch unwanted weeds and waste, and stop excess run-off into waterways | | | |
| Wash-down facility and surrounds inspected on a quarterly basis (i.e. check that everything works, clean the sump and check it for unwanted pests). Records kept and updated | | | |
| Vehicle movement kept to a minimum in production areas | | | |
| Machinery cleaned before being moved off property | | | |
| Feed, water and livestock | | | |
| Ensure that all grain and hay purchased for stock feed is free from unwanted weeds, soil and pests. Undertake an audit of known outbreaks of pests in the area of origin | | | |
| Purchased grain and hay fed out in the same area which is monitored regularly for new weed growth and pests | | | |
| Newly purchased livestock isolated in a holding paddock for 7 days (organic certified stock only, at least 21 days for other) | | | |
| Quarantine paddock regularly checked for new weeds and pests | | | |
| All livestock movements onto and within the farm recorded in a stock diary | | | |
| Boundary fences and gates maintained to prevent straying animals, unwanted visitors and unintentional equipment entry | | | |
| Stray animals captured and isolated as soon as possible | | | |
| Inspect dams and waterways regularly for pests and weeds | | | |

| RECOMMENDED PRACTICES | YES | TO DO | COMMENTS |
|---|-----|-------|----------|
| People movement | | | |
| Biosecurity sign advising visitors to make contact, located on gates and fences, with phone numbers, or UHF channel | | | |
| Visitor access restricted to designated visitor parking areas | | | |
| All visitors sign a visitor register on arrival to track on-farm movements and for trace-back purposes in case of biosecurity emergency | | | |
| Only on-site farm vehicles used to transport visitors and equipment around the farm. All visitor vehicles remain in designated parking area or pass inspection prior to entry | | | |
| Contractor entry to the farm conditional on being made aware of farm biosecurity plans and hygiene protocols. Site biosecurity inductions delivered where appropriate | | | |
| Contractors are signatories to an industry recommended hygiene protocol or program and maintain records and log books | | | |
| Contractors and visitors made aware if property has a declared or notifiable pest | | | |
| Visitor's clothing, footwear and tools are free of loose soil or plant matter before entering or leaving the farm | | | |
| All people recently returned from overseas have clean footwear and clothes before entering the farm | | | |
| Farm biosecurity plan available for farm personnel, consultants, contractors and visitors | | | |
| Farm personnel trained in biosecurity and farm hygiene practices (e.g. pest management, equipment, vehicle and personal hygiene practices and reducing risks from livestock and fodder transport) | | | |
| Personal hygiene supplies available where appropriate (e.g. hand sanitiser, gloves, masks, disinfectant foot baths, disposable over boots and overalls) | | | |

2. Complete the table by identifying FOUR resources used on the school farm, stating their use, finding out how they are measured and then recording the usage of these resources over 4 weeks.

| Resource | How is this resource used? | Where usage information is found | Usage week 1 | Usage week 2 | Usage week 3 | Usage week 4 | Total resource usage |
|----------|----------------------------|----------------------------------|--------------|--------------|--------------|--------------|----------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

3. From the table in question 2 above, identify where resources are not being used efficiently and then propose strategies to improve the efficiency. Work in pairs or small groups to complete this task.

| Resource being used inefficiently | Strategy in the workplace or work practice which could improve sustainability and/or resource use |
|-----------------------------------|---|
| | |
| | |
| | |
| | |

4. Implement and monitor at least four of the recommendations made in the above question. Record the outcomes below.

| Recommendation for improving sustainability | Action taken | Desired outcome (Measure of success) | Timescale | Evaluation of action / Actual result achieved |
|---|--------------|--------------------------------------|-----------|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

5. Find out what workplace procedures are already in place on the school farm to reduce resource use. Include a list of these below. For each procedure, describe how you complied with the organisational plan.

| Workplace procedure | How you followed this procedure | How this improves sustainability | Date | Teacher sign |
|---------------------|---------------------------------|----------------------------------|------|--------------|
| | | | | |
| | | | | |
| | | | | |

6. Complete the table below by reporting at least five environmental hazards on the school farm.

| Environmental hazard/risk | Reported to | Method of reporting | Date | Teacher sign |
|---------------------------|-------------|---------------------|------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

7. Complete the table below by reporting at least five breeches or potential breeches of workplace procedures related to sustainable practices on the school farm

| Breach of workplace procedures related to sustainable practices | Reported to | Method of reporting | Date | Teacher sign |
|---|-------------|---------------------|------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | |
|---|--|
| Student Feedback - Part B: Structured Activity - Scenario | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently answers questions about: <ul style="list-style-type: none"> Modifies management practices according to the weather forecast Uses tools to collect weather information Observes resource usage at the school farm and proposes improvements to work practices to improve environmental sustainability | |
| Assessor Signature: | Date: |

Part C: Direct observation of practical work

Instructions to students:

- Work in a safe and appropriate manner at all times while working on the school farm. You must have access to suitable agriculture and horticulture machinery and cleaning tools and chemicals.
- Follow all verbal and written instructions provided by your teacher and communicate effectively with others.
- Your teacher must observe as you complete this part of the task. The teacher will complete an observation checklist and provide verbal and written feedback.
- You may complete this task in person, or where appropriate you may negotiate with your teacher to film or record your performance (NB this must be negotiated with your teacher in advance and photographic and video evidence must be submitted with your task.)
- Your performance will be assessed on how you:
 - Communicate clearly with others
 - Select and use appropriate PPE
 - Refer to operating manual for machinery
 - Refer to Safety data Sheet (SDS) for chemicals
- You will also be assessed on the following specific criteria:
 - confirm work activity with supervisor and identified hazards and risks and applied controls for work practices
 - select cleaning tools, equipment and materials for the cleaning activity
 - identify and check equipment, materials and suitable location for cleaning activity
 - make the machinery safe for inspection and exposed contamination according to workplace procedures
 - clean machinery of contamination according to workplace biosecurity procedures
 - reinstate machinery to operational condition and dispose of waste materials according to workplace and environmental procedures
 - maintain and presented records of inspection and cleaning according to workplace procedures (See Appendix A)
- Your teacher may ask oral questions to clarify your understanding during the practical demonstration of your skills. Your teacher will record your responses to oral questions in the Student Feedback at the end of this part of the task.

1. Follow the checklist from http://www.dpi.nsw.gov.au/data/assets/pdf_file/0010/545554/procedure-decontamination-vehicles-and-equipment.pdf (see below) on what needs to be carried out during inspection of machinery in relation to plant, animal and soil materials. Complete this checklist on a piece of machinery at the school farm.

Site: _____

Vehicle/Equipment: _____

Date: _____

Decontaminated by: _____

Safety Check:

Flat ground Engine off & keys removed Wheels chocked Moving/raised parts secured

| | Contamination point | Decon | | Contamination point | Decon |
|----------------|-------------------------------------|-------|------------------|---------------------------------------|-------|
| Body | Step treads | | Wheels & arches | Wheel arches | |
| | Bumper/s | | | Wheel caps & rims | |
| | Around fuel tank caps | | | Tyre tread/tracks | |
| | Around tray body | | | Mudflaps | |
| Under carriage | Axels & differentials | | Interior / Cabin | Brakes | |
| | Struts & stabilisers | | | Remove items for disposal/cleaning | |
| | Steering components | | | Foot wells | |
| | Chassis rails, inc recesses & holes | | | Seats | |
| | Spare tyre & mounts | | | Air vents | |
| | Fuel tank | | | Glove box, centre console | |
| Engine bay | Front grill | | Attachments | Tool boxes | |
| | Radiator, oil coolers | | | Boot or recesses, inc spare tyre well | |
| | Top of gearbox | | | Bull bar | |
| | Battery recess & tray | | | Tow ball | |
| | Air filters | | | Winch | |
| | Engine mounts | | | Bucket, blade, boom, ripper etc. | |
| | Engine recesses or manifold | | | Hydraulic arms | |

Reported to Supervisor Name: _____ Date: _____ Signed: _____

2. Demonstrate to your teacher how you inspect and cleaning farm machinery. Include the following:

| Criteria | Self Check | Teacher Check |
|---|------------|---------------|
| Complete the checklist from http://www.dpi.nsw.gov.au/data/assets/pdf_file/0010/545554/procedure-decontamination-vehicles-and-equipment.pdf and submit it with your report. | | |
| Name – At the start of the video identify yourself by stating your name and school. | | |
| Select a piece of Agricultural or Horticultural equipment and explain the agricultural enterprise in which it is being used. | | |
| Explain the types of contamination you would expect to find on the equipment and the impacts this contamination could have on the enterprise and whole farm | | |
| Explain the PPE required for the decontamination task | | |
| Describe how the equipment will be secured to ensure safety while completing the task | | |
| Explain the process for decontamination | | |
| Show yourself completing some of the job <i>e.g. include things like removing guards and other difficult areas of the machine</i> | | |
| Collect a sample of the contaminated material in a plastic bag and explain how it will be disposed. | | |

| |
|------------------|
| School name/logo |
|------------------|

| | |
|--|--|
| Student Feedback - Part C: Direct observation of practical work | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently demonstrated they: <ul style="list-style-type: none"> • Prepared to work safely using appropriate PPE and support resources e.g. SDS and equipment manuals • Inspected and cleaned machinery and support vehicles • Reported inspection results | |
| Assessor Signature: | Date: |

Additional Evidence

| List below if supplementary evidence was required to determine competence: e.g. verbal questioning; third party evidence (e.g. work placement employer report, photographs), school events, videos etc. and upload to QMS. If an alternative location is used (e.g. One Drive) The Senior pathways Officer and VET Coordinator must be given access to the evidence | |
|---|----------------------|
| Unit of Competency | Evidence description |
| AHCWRK201 Observe and Report on Weather | |
| AHCWRK209 Participate in Environmentally Sustainable Work Practices | |
| AHCBIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials | |

Appendix A: Cleaning Machines – Commonly Used Procedures

Below is a generic checklist of areas of a machine that you may want to consider during your inspection and cleaning process. The cleaning process may not always need to be as thorough as specified in this list, however it may be a reminder of areas to clean which you may have otherwise overlooked.

| Area | Actions | Source :Department of Agriculture, Fisheries and Forestry | ✓ |
|--------------------------------|---|---|---|
| Air tanks | Clean these as for fuel tanks. | | |
| Air vents | Unscrew the air vents and blow them with compressed air. If filters are fitted, remove and clean | | |
| Battery | Remove the battery and clean underneath it. | | |
| Battery box | Clean the battery box | | |
| Bodywork | Check all damaged bodywork. Remove any floor or body strips or moulds that form lips where soil and plant material may become trapped, particularly on vehicle floor compartments. | | |
| Bumper and brush guard | Clean all hollow sections and attachment points. | | |
| Canopy | Remove the canopy and brush it, then clean it with compressed air or high-pressure water. | | |
| Canopy bows | Disassemble the canopy bows, then wipe or scrub them with brushes and water. Pay particular attention to locking catches, joints and hollow cross members | | |
| Chassis | Clean the chassis with high-pressure water using equipment with a flexible nozzle. Pay particular attention to small apertures, which may act as reservoirs for soil and plant material. | | |
| Dashboard | Use compressed air and dry paintbrushes to clean the dashboard. | | |
| Dual wheels | Take extra care cleaning vehicles fitted with dual bogie wheels. If contamination is detected, an inspector may ask for the outer wheel to be removed, cleaned and reinspected. | | |
| Fender wells | Clean the access areas for tail-light wiring and other fender apertures that may collect soil and plant material | | |
| Floor drain plugs | Remove all floor drain plugs to facilitate cleaning. Clean all drain plugs and apertures, paying particular attention to threaded areas. | | |
| Floor mats | Remove all floor mats or carpets and clean them. | | |
| Fuel tanks | If fuel tanks are strapped to the vehicle, clean them to remove contamination between the tank and the vehicle. | | |
| Insulation tape | Check all taped areas for contamination and replace the tape with new where necessary. | | |
| Interior | Remove all contamination with vacuum or compressed air equipment. | | |
| Internal panels, access panels | Where possible, remove all internal panels to allow cleaning of inner compartments. | | |
| Lights and reflectors | Remove all damaged lights (internal and external) and any lights where seals have not maintained their integrity, so that you can clean the light fittings. | | |
| Metal racks | Clean all box and tubular steel racks (which have openings) with high-pressure water. | | |
| Radiator (all types) | Clean the radiator with compressed air and follow with a low-pressure high-volume water wash. Use brushes to pick seed material from between the veins on the radiator. | | |
| Ropes, straps and velcro | Check and clean all ropes and straps and items containing velcro. Extend ropes and straps to their full length when cleaning and check all attachment points, fixtures and tension devices. | | |
| Rubber seals | Check all rubber seals on windscreens, doors, tailgates and other areas and clean or replace them as necessary. | | |
| Seatbelts | Clean and check all seatbelts, especially the catches where the seatbelts fasten. You may need to remove any sheaths or covers to adequately clean seatbelts. | | |
| Seat cushions | Clean the cushions. | | |
| Storage and tool compartments | Empty and clean all storage and tool compartments. | | |
| Support and cross members | Check and clean the transmission support members and other cross members. | | |
| Tools and equipment | Remove all items for cleaning. This may include jacks, wheel braces etc. Wipe tools clean. | | |
| Toolboxes | Empty and clean all toolboxes. If they are bolted to the floor tray, unfasten and remove them to check there is no debris trapped between the floor and the toolboxes. | | |
| Tyres | Clean the tyres, paying particular attention to the tread and any cuts or gashes. | | |
| Winch cable drum | Unwind the winch cable and clean the drum, cable and any attachments of any soil and plant material that is embedded in the components or grease. | | |

Assessment Outcome – Attempt 1

| | | |
|---|------------------------------------|--|
| AHCWRK201 Observe and Report on Weather | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| AHCWRK209 Participate in Environmentally Sustainable Work Practices | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| AHC BIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |

If you have been deemed NOT YET COMPETENT for any unit of competency:

- Refer to the feedback located within the task and make necessary corrections or adjustments and resubmit the task.
- Additional attempt/s are allowed to demonstrate competence. The teacher will record the outcome of additional attempts in the table below:

| Unit of Competency | Insert Date of reassessment | | | Teacher signature |
|---|-----------------------------|---------------------|---------------------|-------------------|
| | Outcome: C / NYC | Outcome: C / NYC | Outcome: C / NYC | |
| AHCWRK201 Observe and Report on Weather | | | | |
| AHCWRK209 Participate in Environmentally Sustainable Work Practices | | | | |
| AHC BIO201 Inspect and Clean Machinery for Plant, Animal and Soil Materials | | | | |

Teacher’s General Comment

.....

.....

I declare that I have conducted a fair, valid, reliable and flexible assessment with this student and I have provided appropriate feedback

Teacher’s Signature.....

Date:

Student Feedback

| Please provide feedback to your teacher regarding this assessment task | Yes | No | Unsure |
|---|-----|----|--------|
| Did the class work and activities help you to complete this competency task? | | | |
| Were the instructions in this task clear? | | | |
| Did this task help you to gain a better understanding of the unit of competency being studied and assessed? | | | |
| Did you find the task challenging? If yes, why? | | | |
| Could this task be improved? If yes, how? | | | |

If you do not agree with the assessment outcome, please ask your teacher about the appeals process.

Student’s Signature:

Date: