

2017 – 2018 Primary Industries Cluster F

Fencing



Units of Competency:

AHCWRK204 Work effectively in the industry

AHCINF202 Install, maintain and repair farm fencing

Student Name: _____

Date of Issue: 09-08-2018

Due Date: 31-08-2018

I declare that the work submitted is my own and has not been copied from another person or source

Student signature _____

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

STUDENT NAME: _____

Date of Issue: 09-08-2018

Name of VET Course PRIMARY INDUSTRIES

Qualification Code and Name AHC20116 Certificate II in Agriculture

Assessor Name(s): Dr. Asifo .O. Ajuyah

Name of Task Cluster F: Fencing

Units of Competency Assessed AHCWRK204 Work effectively in the industry
AHCINF202 Install, maintain and repair farm fencing

Pre-requisite units Nil

Context for Assessment Real industry environment, school farm or other farm and work placement.

Resources Required for Assessment Fencing tools, materials and equipment. Internet access for researching and answering questions. Templates for planning fencing task. Student must have completed work placement to complete Part D of this assessment.

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 | AHCWRK204 Work effectively in the industry | 1 Week | 10/08/2018 |
| Part B: Written | AHCINF202 Install, maintain and repair farm fencing | 1 Week | 13/08/2018 |
| Part C: Practical | AHCINF202 Install, maintain and repair farm fencing, AHCWRK204 Work effectively in the industry | 3 Weeks | 27/08/2018 |
| Part D : Written | AHCWRK204 Work effectively in the industry | 1 Week | 23/08/2018 |

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:

Task Description Part A – Written questions

Instructions to students:

- You must attempt and complete **ALL** questions satisfactorily.
- Answer all questions in the space provided.
- You may use the internet to find the answers when the site is indicated

1. The agricultural industry has many different parts. Go to www.business.gov.au/info/plan-and-start/develop-your-business-plans/industry-research/agriculture-industry-fact-sheet and answer the questions below

a) What are three sectors which make up the agricultural industry

b) Name three key legislations that may affect the agricultural industry

c) Name three licences or permits specific to the agriculture industry

d) Name three specific grants and assistance programs available for agriculture business

e) Name five specific Workplace Health and Safety requirements other than the general WHS requirements

f) Go to the website www.fairwork.gov.au/awards-and-agreements/awards/list-of-awards

List three different awards relating to the agriculture industry

g) Go the Pastoral Award of 2010 and find Part 3 General Employment Conditions. Answer the next three questions from this award.

A worker gets _____ weeks of paid annual leave

A full time worker works _____ hours a week

A junior worker 17 years old would get ____ % of an adult wage

h) After completing Certificate II in Agriculture what further education and training courses would you be able to undertake and where would these be available

i) After completing Certificate II in Agriculture, what jobs would you be able to do in the agriculture industry

2. When working on the school farm, another farm or during work placement there were certain conditions and procedures you needed to follow. With consideration to working on a farm answer the following questions.

a. What did the employer expect from me as the worker ? (include in your answer dress code)

b. How did I communicate to the employer or teacher ?

c. What WHS requirements did I follow ?

d. How did I maintain the safety of other people ?

e. What animal welfare requirements did I follow ?

f. How did I prioritise the work given to me by the employer or teacher

g. If there was a fire on the school farm, what emergency procedures would you follow

- h. You are given the following work schedule by the employer/teacher. Determine which task needs to be done first, second, third up to the seventh.

| Task | Priority Order 1,2,3,4,5, 6,7 | Reason for your priority order | How long would this take |
|--|-------------------------------------|--------------------------------|--------------------------|
| Feed the 10 livestock | | | |
| Ensure water is available | | | |
| Record the livestock treatment you administered yesterday | | | |
| Mark 10 livestock | | | |
| Fix the fence in the south paddock | | | |
| Complete the inventory for the new medication which was deliver this morning | | | |
| Check the health of 10 livestock | | | |

| | |
|--|--|
| Student Feedback - Part A: Written questioning | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently answers questions about: <ul style="list-style-type: none"> • The Agriculture Industry • Key legislation related to the industry • Animal welfare • Employment conditions • WHS requirements • Interpret a work schedule | |
| Assessor Signature: | Date: |

Part B - Fencing - The Planning Stage

Instructions to students:

This task aims to assist you in developing the knowledge and skills needed to prepare for fence construction at your school or a worksite.

- You must attempt and complete **ALL** questions satisfactorily.
- Answer all questions in the space provided.

- Prepare a **Safety Audit** for the construction of the fence. The Safety Audit involves hazard identification and control measures. Use Table below to insert your answers. Ensure you include physical, ergonomic and environmental

For each hazard, think about:

| How severely could it hurt someone or how ill could it make someone? | How likely is it to be that bad? | | | |
|--|-----------------------------------|------------------------------|---------------------------------------|---|
| | very likely could happen any time | likely could happen sometime | unlikely could happen but very rarely | very unlikely could happen, but probably never will |
| kill or cause permanent disability or ill health | 1 | 1 | 2 | 3 |
| long term illness or serious injury | 1 | 2 | 3 | 4 |
| medical attention and several days off work | 2 | 3 | 4 | 5 |
| first aid needed | 3 | 4 | 5 | 6 |

The numbers reflect the importance of each hazard. The most critical hazards must be dealt with immediately and plans made to deal with lesser hazards over time, although often a low level hazard is simple to address and so is worth dealing with quickly.

1 = *Urgent*

▶▶ **Action required immediately**

2 = *High Priority*

▶▶ **Act Now**

3 = *Medium Priority*

▶▶ **Action required soon e.g. this week.**

4 = *Low Priority*

▶▶ **May not need immediate attention**

5/6 = *Monitor Risk*

▶▶ **Take action if hazard increases**

Transfer score to "Risk Assess" column of SWMS

Hierarchy of Control



Complete the following corrective action plan.

| Hierarchy of Controls Which is most appropriate? | ACTION TAKEN / RECOMMENDED IN ACCORDANCE WITH HIERARCHY OF CONTROL |
|--|--|
| Eliminate – (Remove the Hazard) <i>If no</i> ♦ | ## Transfer recommendation to "Risk Control measures" column of SWMS |
| Substitute – (Use an Alternative Method) <i>If no</i> ♦ | |
| Redesign – (Changes to Equipment or Process) <i>If no</i> ♦ | |
| Separate – (Reduce Exposure) <i>If no</i> ♦ | |
| Administration – (Changes to Practices – Training) <i>If no</i> ♦ | |
| Personal Protective Equipment – (eg Gloves) | |









OH&S - SAFETY MANAGEMENT UNIT

| Task / activity | Hazard Identification Type/Cause | Risk Assessment 1 – 6 Use Hierarchy of Controls table above | Elimination or Control Measures Use the hierarchy of controls Must include two for each |
|----------------------|---|--|---|
| Example: Trip Hazard | Leaving equipment laying around, uneven ground | | * place equipment in appropriate spot, watch where you are walking, |
| | | | |
| | | | |
| | | | |

2. Based on this information, develop a Standard Operating Procedure (SOP) for installing a fence. Use the Table below

| Task | PPE / Equipment | Procedure |
|------|-----------------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |

3. a) When planning to construct the fence you need to know which types of wires, knots and fencing would be best for each situation. Match the answers by drawing arrows from the left hand side to the correct answer on the right.

| | | |
|---|--|--|
|  | | <p>Hingejoint. Individual picket wires are wrapped around the line wires. Resists high stock pressure and suitable for long strains and use over undulating country and through gullies.</p> |
|  | | <p>Barbed Wire can be standard or heavy galvanised, low or high tensile. High tensile barbed wire is made from high tensile wire in a reverse-twist pattern providing optimum strength and tensioning.</p> |
|  | | <p>Double loop – joining barbed wire and quick repairs</p> |
|  | | <p>Ringlock uses single, continuous picket wires attached to the line wires by steel rings. Resists high stock pressure and suitable for long spans and suspension fence designs.</p> |
|  | | <p>Figure eight – join plain wires of the same gauge</p> |
|  | | <p>End tie knot</p> |
|  | | <p>Netting fence</p> |
|  | | <p>Plain wire fence</p> |

b) List the three main types of wire used in conventional fencing

1. _____

2. _____

3. _____

c) List the three factors which determine the most appropriate fence to build.

1. _____

2. _____

3. _____

4. Design the fence in detail. Provide a drawing showing a side on view of a section of fence, showing major components and detail drawings showing how the wire is to be fixed to the posts and strainers, as well as gate attachments. Use the space below.



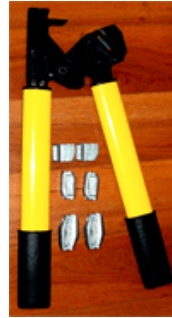
5. Develop an **equipment and materials list** for construction of the specified type and length of fence.
 List the equipment, tools and wire you will need to build the fence. Calculate the amounts and lengths for each of the resources
 When you are installing the fence check the equipment for faults and usage.

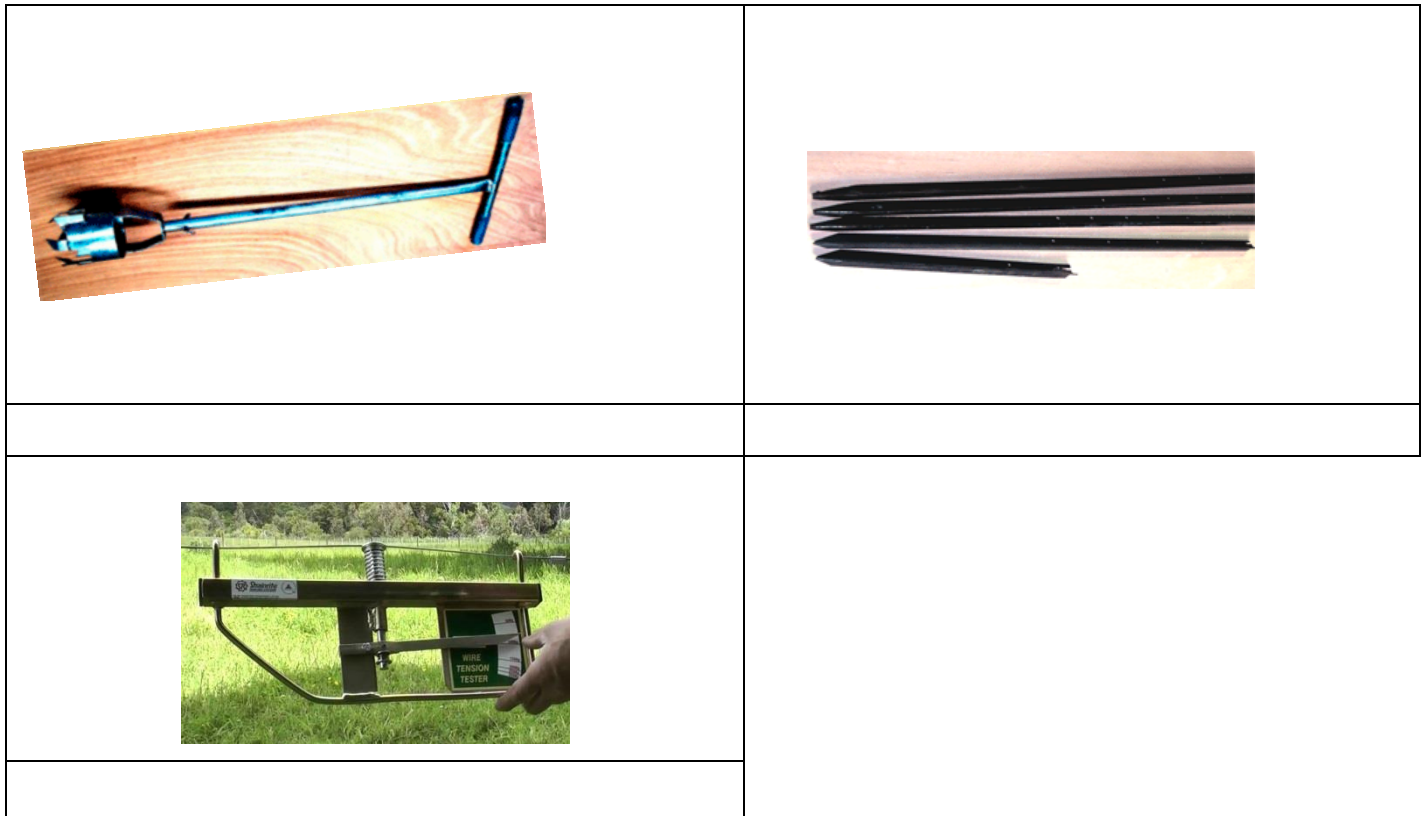
| | Product and type | Amounts, Lengths or Number of units | When installing the fence, check the listed equipment, place a tick if ready to use and a cross if it is faulty. | |
|---------------------|------------------|-------------------------------------|--|--------------------------------|
| | | | Tick | Cross and report to supervisor |
| Equipment and Tools | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Wires and post | | | | |
| | | | | |
| | | | | |
| PPE | | | | |
| | | | | |

6. Write the name of each fencing tool or material from the list in the space under each picture

Post hole auger, Wire strainers, Gripple tool & Gripples, Fencing pliers, Star pickets, Staples, Treated posts, Wire spinner, Multi-wire strainer, Star picket driver/Dolly, Gate fittings, Wire twisting tool, Tension Meter







7. In this section of the assessment task you have been planning and designing to install a fence and identifying what equipment and materials are required. In the table below create a task list for the installation of a fence and include the time it would take to complete each part of the task. Ensure the tasks are in the correct order.

| Task | Allocated time to complete |
|---|----------------------------|
| 1. Collect equipment from the shed/ storeroom and transport to paddock where fencing be installed | 15 mins |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. Clean up, remove waste correctly and return of tools, equipment and PPE. | 15 minutes |

| | |
|--|--|
| Student Feedback - Part B: Written questioning | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently answers questions about: <ul style="list-style-type: none"> • Identify hazards in fencing • Complete the SOP for fencing • Match the fencing and wire knots correctly • Plan for fencing by working out how much of each item is required • Identifying fencing equipment and tools • Understand the allocation of time required for each step | |
| Assessor Signature: | Date: |

Part C – Practical Task - Construct a Fence.

Instructions to students:

- Work in a safe and appropriate manner at all times.
- 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.)
- Assessment will be conducted for each student.
- 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 on the observation checklist.

In a team of no more than 3 students, students are to construct an appropriate fence depending on the requirements of the school setting and the teacher's instructions. Refer to your plan you provided in section B.

Students are required to:

- confirm work instruction with supervisor
- arrange transport of equipment and tools to fencing site
- assess the work site for environmental impacts
- Carryout routine pre – operational checks of tools
- select and use correctly appropriate tools, equipment and materials
- transports materials, tools and equipment to work area
- dig a strainer post hole and fit strainer post stay and base plate
- align and ram metal post
- attach wire, strain wire using appropriate knots
- complete fencing work
- clean up, remove waste correctly and return of tools, equipment and PPE.
- undertake repairs of existing fences
- dismantle a fence and recover re – useable materials

Other Skills that you must demonstrate and will be assessed are:

- use and wear appropriate PPE.
- plan, conduct and accept responsibility for their own work
- promote workplace co-operation and productivity
- undertake the activity to workplace requirements
- team work
- appropriate communication when reporting fence faults and breakages
- taking instructions from supervisors
- maintaining safety of yourself and others
- contribution to a productive work environment

| | |
|--|--|
| Student Feedback - Part C: Practical | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently answers questions about: <ul style="list-style-type: none"> • Prepared to install a fence • Work safely • Use correct equipment • Construct the fence • Undertake fence repairs • Clean up and recycle equipment • Communication skills | |
| Assessor Signature: | Date: |

Part D: Work Placement Report

Instructions to students:

- You must attempt and complete **ALL** questions satisfactorily.
- Answer all questions in the space provided.
- Students can only complete this section after completing 70 hours of work placement.

| | Work Placement 1 | Work Placement 2 |
|---|------------------|------------------|
| Name of Employer | | |
| Name of Supervisor | | |
| What was the structure of the organisational | | |
| What were the main tasks you performed | | |
| What equipment and tool did you use | | |
| How did you manage your own work time | | |
| What was the dress code and PPE requirements you needed to follow | | |
| How did you maintain safety of yourself and others | | |
| How did you contribute to the productivity of the workplace | | |
| Additional information about the value of the workplace. How did this experience develop your skills and knowledge of an agricultural workplace | | |

| | |
|---|--|
| Student Feedback - Part D: Written questioning | <input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required |
| Student competently answers questions about: <ul style="list-style-type: none"> • Organisational structure • Expectations of employers • Safety in the workplace • Skills and knowledge development | |
| 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

| Unit of Competency | Evidence description |
|---|----------------------|
| AHCINF202 Install, maintain and repair farm fencing | |
| AHCWRK204 Work effectively in the industry | |

Assessment Outcome

| | | |
|---|------------------------------------|--|
| AHCINF202 Install, maintain and repair farm fencing | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| AHCWRK204 Work effectively in the industry | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |

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 (To be completed after student receives teacher feedback)

- I agree with the outcome of this assessment
- I do not agree with the outcome of this assessment (please see your class teacher who will advise you of the appeals process).

The task helped me with my learning by...

In this task I have demonstrated competence by...

This task could be improved by...

Student's Signature:

Date:

Teachers The completed student assessment task and the Evidence and Answer guide must be securely retained 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.