

**22539VIC**

## **Course in Introductory Shearing**

Version1: 22 November 2019

This course has been accredited under Parts 4.4 of the Education and Training Reform Act 2006

**Accredited for the period: 1 January 2020 to 31 December 2024**

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# Section A: Copyright and course classification information



<b>1. Copyright owner of the course</b>	Copyright of this material is held by the Department of Education and Training. © State of Victoria (Department of Education and Training) 2019
<b>2. Address</b>	<p>Executive Director Engagement, Participation and Inclusion Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact: Manager, Training Products Unit Higher Education and Skills Telephone: (03) 7022 1619 Email: <a href="mailto:course.enquiry@edumail.vic.gov.au">course.enquiry@edumail.vic.gov.au</a></p> <p>Day to day contact: Primary Industries Curriculum Maintenance Manager Melbourne Polytechnic 77 St Georges Road, Preston, VIC 3072 Ph: (03) 9269 1063 Email: <a href="mailto:annewiltshire@melbournepolytechnic.edu.au">annewiltshire@melbournepolytechnic.edu.au</a></p>
<b>3. Type of submission</b>	Accreditation

<p><b>4. Copyright acknowledgement</b></p>	<p>Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov (see website <a href="#">here</a>).</p> <p>© Commonwealth of Australia</p> <p><b>AHC - Agriculture, Horticulture and Conservation and Land Management Training Package</b></p> <ul style="list-style-type: none"> <li>– AHCWRK204 Work effectively in the industry</li> <li>– AHCWHS201 Participate in work health and safety processes</li> <li>– AHCLSK217 Apply animal welfare principles to handling and husbandry of livestock</li> <li>– AHCSHG210 Undertake basic shearing and crutching</li> <li>– AHCSHG206 Prepare handpiece and downtube for machine shearing</li> <li>– AHCSHG205 Grind combs and cutters for machine shearing</li> </ul> <p><b>FNS – Financial Services Training Package</b></p> <ul style="list-style-type: none"> <li>– FNSFLT201 Develop and use a budget</li> </ul>
<p><b>5. Licensing and franchise</b></p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2018.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (More information is available <a href="#">here</a>). You are free to use, copy and distribute to anyone in its original form as long as you attribute Department of Education and Training as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to:</p> <p>Department of Education and Training Higher Education and Skills Executive Director Engagement, Participation and Inclusion GPO Box 4367 Melbourne 3001</p> <p>Copies of this publication can be downloaded free of charge from the DET website (More information is available <a href="#">here</a>)</p>
<p><b>6. Course accrediting body</b></p>	<p>Victorian Registration and Qualifications Authority (VRQA)</p>

<b>7. AVETMISS information</b>	<b>ANZSCO</b> (Australian and New Zealand Standard Classification of Occupations)	361211 Shearer
	<b>ASCED Code – 4 digit</b> (Field of Education)	0501 Agriculture
	<b>National course code</b>	22539VIC
<b>8. Period of accreditation</b>	1 January 2020 – 31 December 2024	

## Section B: Course information

<b>1. Nomenclature</b> <i>Standard 1 AQTF Standards for Accredited Courses</i>	
<b>1.1. Name of the qualification</b>	Course in Introductory Shearing
<b>1.2. Nominal duration of the course</b>	170 hours
<b>2. Vocational or educational outcomes</b> <i>Standard 1 AQTF Standards for Accredited Courses</i>	
<b>2.1. Purpose of the course</b>	<p>The proposed Course in Introductory Shearing provides prospective students, including school leavers considering a career in shearing with the knowledge and skills about the shearing industry. As well as introducing basic shearing skills, the course provides a focus on working conditions, financial literacy, drug awareness and animal welfare and ethics.</p> <p>The course has the foundational skills that can be built on by undertaking the Certificates II and III in Shearing and gaining a formal qualification as a shearer.</p>
<b>3. Development of the course</b> <i>Standards 1 and 2 AQTF Standards for Accredited Courses</i>	
<b>3.1. Industry / enterprise/ community needs</b>	<p>In Victoria, and more broadly across wool growing regions of Australia, there is a shortage of sheep shearers.</p> <p>There are now fewer people entering the industry. Attraction to and awareness of careers in shearing has a range of challenges, such as: a physically demanding industry with uncomfortable working conditions; potentially unsafe workplaces; and sporadic and seasonal work.</p> <p>The increased demand in recent years for shearers is due to higher wool prices and a strong wool export market. The value of Australian wool exports in 2016-17 is estimated to be around \$3.615 billion. This reflects the continuing strong global demand for Australia's wool, which is regarded as among the world's best.<sup>1</sup></p> <p>Many shearers from New Zealand who would generally fill shortages in Australia on a temporary/seasonal basis are no longer coming in the same numbers as before due to a positive wage adjustment in New Zealand (the decision to increase wages has been the strategy New Zealand has adopted to help stem its own shearer shortage)<sup>2</sup>.</p>

<sup>1</sup> Wool, January 2018 <http://www.agriculture.gov.au/SiteCollectionDocuments/about/factsheets/wool.pdf>

<sup>2</sup> NZ shearers dominate after pay rise creates shortfall in Australia <https://www.rnz.co.nz/news/country/376448/nz-shearers-dominate-after-pay-rise-creates-shortfall-in-australia>



Media reports highlighted that "there is a significant shearer shortage in Victoria, with shearer numbers at a century low...". The media reports also noted that "...new shearers are not being encouraged to enter the industry because of a lack of training..." as well as the perception of the poor pay and working conditions across the industry<sup>3</sup>.

Consultation with representatives from the shearing industry reinforced this evidence, namely, that getting and keeping people in training to build the necessary skills to enter the shearing industry was a challenge. Attraction and retention of students as shearers is one of the key problems that have been experienced across Australia.

In Victoria, this is reflected in the low take up of the Certificate II in Shearing and even lower take up and delivery of the Certificate III in Shearing.

Prospective students will need to have a thorough understanding of what is required to work as a shearer, including the practical skills, knowledge of the working conditions, pay and seasonal nature of the work.

According to the Australian Bureau of Statistics 2016 report, there were just 2,482 shearers at that time. This number reflected a 13 per cent decline over five years in people taking up shearing adding to the increasing skill shortage in the industry. The report found that "...young Aussies are not attracted to the hard yakka job..." Shed conditions are also difficult and at times unsafe<sup>4</sup>.

As such, the Victorian Government has made a \$1.2 million investment to help (rapidly) increase the number of shearers in Victoria ultimately through the supported take up of accredited training in Shearing.

It is anticipated that in the first year, 80 - 100 student enrolments will occur into this entry level accredited course. This number is expected to grow in subsequent years as the entry level course becomes more widely promoted in developing the skill level of new entrants into the shearing industry and facilitating the increased growth of shearers in Australia.

Industry representatives consulted include the:

- Shearers Contractors Association of Australia (SCAA)
- Victorian Farmers Federation (VFF).

A Project Steering Committee was established to advise on the industry need and development of the course and to confirm its alignment to industry current and future needs.

**The membership of the committee is:**

Glenn Haynes  
(Chairperson)

Shearing Contractors' Association of  
Australia

<sup>3</sup> The Australian, January 13, 2018 and Farm Weekly, February 2017

<sup>4</sup> ABC News, March 14, 2018

	<p>Bill Hamill  Nick Juniper  Anne Wiltshire  Scott Young  <b>In Attendance:</b>  Alice Keogh    Kate Breen    Vince Rio</p> <p>Rural Industries Skill Training Centre Inc. (RIST)  Executive Officer, Food and Primary Skills Victoria, Industry Advisory Group  Primary Industries, Curriculum Maintenance Manager  Victorian Farmers Federation</p> <p>Program Manager, Industry &amp; Initiatives, Engagement Participation &amp; Inclusion Division, Department of Education and Training (DET)  Principal Regional Advisor - SW Region, Higher Education &amp; Skills, Department of Education and Training (DET)  Education &amp; Training Consultant</p> <p>This course:</p> <ul style="list-style-type: none"> <li>• does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification</li> <li>• is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set</li> <li>• does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification</li> <li>• does not comprise units that duplicate units of competency of a training package qualification.</li> </ul>
<p><b>3.2. Review for re-accreditation</b></p>	<p>Not Applicable</p>

<b>4. Course outcomes</b>		<b>Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses</b>
<b>4.1. Qualification level</b>	The Course in Introductory Shearing is designed as an entry level course providing a pathway into the Certificate II in Shearing. The proposed new course will meet the identified industry need for a pathway into shearing, but does not have the breadth, depth or volume of learning of an Australian Qualification Framework level qualification.	
<b>4.2. Employability skills</b>	NA	
<b>4.3. Recognition given to the course</b>	Not Applicable	
<b>4.4. Licensing/regulatory requirements</b>	No licensing, legislative, regulatory or certification requirements apply to these courses at the time of publication.	
<b>5. Course rules</b>		<b>Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses</b>
<b>5.1 Course structure</b>		
<p>To be awarded the Course in Introductory Shearing participants must successfully complete all 8 units that are considered mandatory to achieve the entry level skills of the course.</p> <p>Participants, who exit the course without completing all the required units for the course will receive a Statement of Attainment listing those units that were successfully completed.</p>		

### Course in Introductory Shearing

Unit Code	Field of Education code	Unit Title	Pre-requisite	Nominal hours
VU22877	061301	Apply self management skills to maintain own health and wellbeing in the shearing industry	Nil	10
AHCWRK204	120505	Work effectively in the industry	Nil	20
AHCWHS201	061301	Participate in work health and safety processes	Nil	20
AHCLSK217	050105	Apply animal welfare principles to handling and husbandry of livestock	Nil	40
AHCSHG210	050103	Undertake basic shearing and crutching	Nil	20
AHCSHG206	030717	Prepare handpiece and downtube for machine shearing	Nil	20
AHCSHG205	030717	Grind combs and cutters for machine shearing	Nil	20
FNSFLT201	080101	Develop and use a budget	Nil	20
<b>Total nominal hours</b>				<b>170</b>

<p><b>5.2. Entry requirements</b></p>	<p>The Course in Introductory Shearing provides an accredited entry level training program and vocational outcomes for individuals working or aspiring to work in the shearing industry.</p> <p>Learners are best equipped to achieve the outcomes of the Course in Introductory Shearing if they have minimum language, literacy and numeracy skills that are equivalent to level 1 of the Australian Core Skills Framework (ACSF).</p>
<p><b>6. Assessment</b> <span style="float: right;"><i>Standards 10 and 12 AQTF Standards for Accredited Courses</i></span></p>	
<p><b>6.1. Assessment strategy</b></p>	<p>All assessment, including Recognition of Prior Learning (RPL) must be compliant with the requirements of:</p> <ul style="list-style-type: none"> <li>• Standard 1 of the Australian Quality Training Framework (AQTF): Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,</li> <li>or;</li> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> <li>or;</li> <li>• the relevant standards and guidelines for Registered Training Organisations at the time of assessment.</li> </ul> <p>Assessment strategies must therefore ensure that:</p> <ul style="list-style-type: none"> <li>• all assessments are valid, reliable, flexible and fair</li> <li>• learners are informed of the context and purpose of the assessment and the assessment process</li> <li>• feedback is provided to learners about the outcomes of the assessment process and guidance given for future options</li> <li>• time allowance to complete a task is reasonable and specified to reflect the industry context in which the task takes place</li> </ul> <p>Assessment strategies should be designed to:</p> <ul style="list-style-type: none"> <li>• cover a range of skills and knowledge required to demonstrate achievement of the course aim</li> <li>• collect evidence on a number of occasions to suit a variety of contexts and situations</li> <li>• be appropriate to the knowledge, skills, methods of delivery and needs and characteristics of learners</li> <li>• be equitable to all groups of learners</li> </ul>

	<p>Assessment methods for the course may include:</p> <ul style="list-style-type: none"> <li>• oral and/or written questioning</li> <li>• direct observation</li> <li>• role plays</li> <li>• analysing case studies</li> <li>• basic research.</li> </ul> <p>Registered Training Organisations are encouraged to consider taking a holistic approach to assessment in order to achieve realistic outcomes for the learner.</p> <p>This may be achieved by combining the assessment of more than one unit where it better replicates working practice.</p> <p>Units of competency may be assessed on-the-job or in a simulated shearing environment.</p> <p>Assessment of the imported units must reflect the Assessment Requirements for the relevant training package.</p>
<p><b>6.2. Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the Australian Quality Training Framework (AQTF): Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> <li>or;</li> <li>• <i>Standards for Registered Training Organisations 2015 (SRTOs)</i>,</li> <li>or;</li> <li>• the relevant standards and guidelines for RTOs at the time of assessment.</li> </ul> <p>Assessors of the imported units of competence must meet the requirements for assessors specified in the relevant training package.</p>
<p><b>7. Delivery</b> <i>Standards 11 and 12 AQTF Standards for Accredited Courses</i></p>	
<p><b>7.1. Delivery modes</b></p>	<p>Delivery strategies should be selected to reflect the nature of the industry specific competencies and the need of the learner.</p> <p>It is recommended that the course be conducted using delivery and assessment methods involving the clustering of units, to maximise opportunities for learners to have learning experiences which are as close as possible to a real-work environment.</p> <p>Delivery methods may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• classroom presentation for theoretical components</li> <li>• case study reviews</li> <li>• practical work activities</li> </ul>

	<p>Delivery of the imported units of competency must be consistent with the requirements in the relevant training package.</p>
<p><b>7.2 Resources</b></p>	<p>Successful delivery of this course requires access to a real or simulated shearing environment to deliver realistic and authentic training and assessment.</p> <p>The resources that should be available for this course relate to normal work practice using procedures, information and resources typical of a workplace. This may include:</p> <ul style="list-style-type: none"> <li>• workplace health &amp; safety/occupational health &amp; safety (WHS/OHS) policy and workplace procedures and instructions</li> <li>• personal protective equipment (PPE)</li> <li>• access to an operational shearing workplace shed and workplace environment</li> <li>• tools and equipment used by shearers</li> <li>• live sheep</li> <li>• learning materials on shearing techniques and handling and lifting sheep humanely</li> <li>• relevant industry learning/assessment materials</li> <li>• resource information dealing with alcohol, other drugs and gambling; maintaining emotional and physical health.</li> </ul> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the Australian Quality Training Framework (AQTF): Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET providers,</li> </ul> <p>or;</p> <ul style="list-style-type: none"> <li>• <i>The Standards for Registered Training Organisations 2015</i> (SRTOs),</li> </ul> <p>or;</p> <ul style="list-style-type: none"> <li>• the relevant standards and guidelines for RTOs at the time of assessment.</li> </ul> <p>Units of competency imported from training packages must reflect the requirements for resources/trainers specified in that training package.</p>

<p><b>8. Pathways and articulation</b></p>	<p>Completion of the imported units of competency comprised in this course will provide credits into the relevant nationally endorsed training package qualifications, such as:</p> <ul style="list-style-type: none"> <li>• AHC21316 Certificate II in Shearing</li> <li>• FNS10115 Certificate I in Financial Services.</li> </ul> <p>Providers intending to arrange articulation with other VET or higher education course should refer to the:  <a href="#"><u>AQF Second Edition 2013 Pathways Policy</u></a></p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	<p>The Primary Industries Curriculum Maintenance Manager is responsible for the ongoing monitoring and maintenance of the course during the accreditation period.</p> <p>The Curriculum Maintenance Manager will undertake a formal review of the course at the mid - point of the accreditation period. The review will involve consultation with:</p> <ul style="list-style-type: none"> <li>• course participants and graduates</li> <li>• shearers and shearing associations</li> <li>• teaching/assessing staff</li> </ul> <p>Any significant changes to the course resulting from the review will be reported to the VRQA through a formal amendment process.</p>

## Section C: Units of competency

The list of imported units of competency from the relevant Endorsed Training Packages are available from the national register [here](#).

AHCWRK204	Work effectively in the industry
AHCWHS201	Participate in work health and safety processes
AHCLSK217	Apply animal welfare principles to handling and husbandry of livestock
AHCSHG210	Undertake basic shearing and crutching
AHCSHG206	Prepare handpiece and downtube for machine shearing
AHCSHG205	Grind combs and cutters for machine shearing
FNSFLT201	Develop and use a budget

The following unit of competency developed for the course, which complies with the current requirements from the Training Package Development Handbook and which is included in full in this section include:

VU22877	Apply self management skills to maintain own health and wellbeing in the shearing industry
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<b>Unit code</b>	VU22877
<b>Unit title</b>	Apply self management skills to maintain own health and wellbeing in the shearing industry
<b>Unit Descriptor</b>	<p>This unit describes the knowledge and skill requirements to be able to manage one's own emotional and physical wellbeing when working in the shearing industry.</p> <p>The unit covers the impact that alcohol, other drugs and gambling have on people working in the industry. The unit also helps learners in developing strategies to maintain their emotional and physical wellbeing working in the industry.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	Not Applicable.
<b>Application of the Unit</b>	This unit is applicable to individuals entering work in the shearing industry. The application of the unit supports the individuals by identifying key issues that significantly impact their roles and in exploring strategies to influence their decision to remain in the industry and work more effectively.
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1. Obtain information about alcohol and other drugs.	1.1 Identify common <b><i>types of drugs</i></b> that impact individuals working in the shearing industry.
	1.2 Identify <b><i>impact</i></b> of alcohol and other drugs on behaviour in a shearing workplace.
	1.3 Identify <b><i>signs and symptoms</i></b> in self and others when affected by alcohol and other drugs in accordance with workplace procedures or instructions.
	1.4 Locate support systems and organisations where help can be provided to individuals affected by alcohol and other drugs.

2.	Obtain information about gambling.	2.1	Identify <b>types of gambling</b> accessible in and outside of a shearing workplace.
		2.2	Explore reasons for gambling and impact on personal life and a shearing workplace.
		2.3	Identify signs and symptoms in self and others with gambling issues in a shearing workplace.
		2.4	Locate support systems and organisations where help can be provided to individuals with gambling issues in the workplace.
3.	Manage emotional and physical health in a shearing environment.	3.1	Confirm motivation and commitment to being in the workplace and performing the duties and tasks of a shearer?
		3.2	Identify positive and potential limitations to performing shearing effectively.
		3.3	Identify <b>physical and mental demands</b> of the workplace.
		3.4	Explore reasons for maintaining a manageable level of <b>physical health and wellbeing</b> in the workplace.
		3.5	Develop a plan for maintaining a basic level of physical health and wellbeing in the workplace.
		3.6	Review own sense of physical health and wellbeing and modify plan, as required.

## REQUIRED SKILLS AND KNOWLEDGE

*This describes the essential skills and knowledge and their level, required for this unit.*

### Required skills:

- Reading skills to interpret workplace procedures, drug information and information sources
- Writing and planning skills to develop a health and wellbeing plan

### Required knowledge:

- Workplace procedures/instructions relating to employment obligations as a shearer and health and safety
- Potential effects of alcohol, other drugs and gambling issues in a shearing workplace
- Impact of maintaining appropriate levels of physical health and wellbeing on shearing performance in the workplace

- Impact of following a work plan and to keeping focussed

## RANGE STATEMENT

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.*

<p><b>Types of drugs</b> may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• methamphetamines, including 'ice'</li> <li>• cannabis</li> <li>• ecstasy</li> <li>• heroin</li> <li>• cocaine</li> <li>• steroids</li> <li>• caffeine</li> <li>• alcohol</li> <li>• LSD</li> <li>• nicotine</li> <li>• performance &amp; image enhancing</li> <li>• new psychoactive substances</li> <li>• hallucinogens</li> <li>• depressants</li> <li>• stimulants</li> </ul>
<p><b>Impact</b> may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• injury to self and animals</li> <li>• hospitalisation</li> <li>• loss of friendships/workmates</li> <li>• relationship break up</li> <li>• job loss</li> <li>• legal proceedings</li> <li>• bankruptcy</li> <li>• increased debt</li> </ul>
<p><b>Signs and symptoms</b> may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• lack of focus</li> <li>• unstable stance</li> <li>• behavioural change</li> <li>• slurring words</li> <li>• incommunicative</li> </ul>

	<ul style="list-style-type: none"> <li>• alertness</li> <li>• drowsiness</li> <li>• aggressiveness</li> <li>• smell of alcohol</li> </ul>
<p><b>Types of gambling</b> may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• card playing</li> <li>• horse racing</li> <li>• grey hound racing</li> <li>• trots</li> <li>• two up</li> <li>• sporting events</li> <li>• lottery games such as:</li> <li>• tattslotto</li> <li>• powerball</li> <li>• ozlotto</li> <li>• scratchies</li> <li>• casino</li> <li>• pokies</li> <li>• online gambling &amp; mobile applications</li> </ul>
<p><b>Physical and mental demands</b> may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• seasonal work and working conditions</li> <li>• lifting and manoeuvring 75-80kg sheep</li> <li>• working with 140 -200 p/day</li> <li>• varying ambient temperatures in surroundings and sheds</li> <li>• stamina and resilience</li> <li>• physical strength</li> <li>• exhaustion</li> <li>• self-perception</li> <li>• peer group pressure</li> <li>• supervisor pressure</li> <li>• bullying</li> <li>• sexual harassment</li> <li>• language/cultural barriers</li> <li>• personal or work relationships</li> </ul>

***Physical health and wellbeing***  
may include but are not limited to:

- debriefing with colleagues
- counselling help
- gym work
- medical practitioner advice
- stretching
- resting
- meditation
- yoga
- friendships
- buddy system
- support groups & organisations
- nutritional advice

<b>EVIDENCE GUIDE</b>	
<i>The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.</i>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• identify signs and symptoms of gambling, alcohol and other drugs on work performance as a shearer</li> <li>• source information to maintain physical health and wellbeing within a shearing workplace environment</li> <li>• develop and review strategies for maintaining physical health and wellbeing.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Evidence should show competency working in a realistic or simulated workplace environment.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• relevant industry learning/assessment materials</li> <li>• resource information dealing with alcohol, other drugs and gambling; maintaining emotional and physical health.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are suggested for this unit:</p> <ul style="list-style-type: none"> <li>• oral and/or written questioning</li> <li>• direct observation</li> <li>• role plays</li> <li>• analysing case studies</li> <li>• basic research.</li> </ul>