FPICOT5202B Manage forestry information and interpretations programs

Release: 1

FPICOT5202B Manage forestry information and interpretations programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the outcomes required to manage strategies for the delivery of forestry information and interpretations programs. The unit includes planning, promoting and reviewing programs
	General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication
	This unit replaces FPICOT5202A Manage forestry information and interpretations programs

Application of the Unit

Application of the unit	The unit involves managing forestry information and interpretations programs in a forestry office setting
	The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills   This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information and interpretations programs strategies	1.1. Applicable *occupational health and safety* (OHS), *environmental*, *legislative* and *organisational requirements* relevant to managing forestry information and interpretations programs are identified and followed
	1.2. Additional information relevant to *information and interpretations programs* is sought and obtained as required
	1.3. *Strategies* for information and interpretations programs are determined in line with *client groups* and organisational requirements
	1.4. Mechanisms are established to monitor *trends and developments* in order to provide effective information and interpretations programs
	1.5. Information on accurate evaluation of industry trends, client needs, community issues and organisational practices is gathered
2. Plan information and interpretations programs	2.1. Topics of information and interpretations programs are determined and developed in consultation with *appropriate personnel*
	2.2. Information and interpretations programs are integrated with other relevant organisational programs and *activities*
	2.3. Measurable performance indicators and mechanisms are determined and documented
	2.4. *Plan* and its performance indicators are clearly documented and communicated to appropriate personnel
	2.5. *Communication* with others is established and maintained in line with OHS requirements
3. Promote information and interpretations programs	3.1. Information and interpretations programs are promoted in line with documented plan and workplace procedures
	3.2. Mechanisms are established, implemented and monitored to promote information and interpretations programs to appropriate personnel
	3.3. Information on planned information and interpretations programs is made widely available to appropriate client groups
	3.4. Promotional activities are monitored for effectiveness in consultation with client groups and

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ELEMENT	PERFORMANCE CRITERIA
	appropriate personnel
4. Evaluate information and interpretations programs	4.1. Information and interpretations programs are evaluated against documented plan and objectives
	4.2. Programs are analysed to verify effectiveness in meeting objectives and to identify improvements to future information and interpretations programs
	4.3. Recommendations for future programs are prepared, based on consultation conducted and findings of analysis
	4.4. Program processes are ***recorded and reported*** to the appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical skills sufficient to use and maintain relevant tools, machinery and equipment
- Communication skills sufficient to use appropriate communication and interpersonal techniques and methods with colleagues and others; negotiate and liaise with internal and external bodies and groups; prepare and manage effective exhibitions; research and present information orally and in writing to a wide range of individuals and groups, including conveying complex concepts and ideas
- Literacy skills sufficient to record and maintain information relating to forestry information and interpretations programs; collate and assess information against specified criteria; prepare and edit explanatory material for the general public
- Numeracy skills sufficient to measure, estimate and calculate time required to complete a task
- Problem solving skills sufficient to identify problems and demonstrate appropriate response procedures; manage staff, projects and budgets to achieve specified outcomes

Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for managing forestry information and interpretations programs
- Environmental protection requirements, including the safe disposal of waste material

REQUIRED SKILLS AND KNOWLEDGE

- Organisational and site standards, requirements, policies and procedures for managing forestry information and interpretations programs
- Environmental risks and hazards
- Criteria for recycling and re-using timber/material with defects
- Using energy effectively and efficiently
- Using material effectively and efficiently
- Potential community issues in relation to forests and forests products
- Media relations and marketing principles and processes
- Recognition of trainee, participant or client characteristics, including language, literacy and numeracy skills, cultural background, and previous experience and knowledge
- Appropriate training locations within a workplace
- Computer-based presentation techniques and tools
- Established communication channels and protocols
- Problem identification and resolution strategies, and common fault finding techniques
- Types of tools and equipment, and procedures for their safe use and maintenance
- Appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks
- Procedures for recording and reporting workplace information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to provide evidence that they can determine effective strategies for information and interpretations programs; and plan, monitor and promote information and interpretations programs to meet client and organisational requirements
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to, and satisfy, all of the requirements of the elements of this unit and include demonstration of:
	• followed applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to managing forestry information and interpretations programs
	• followed organisational policies and procedures relevant to managing forestry information and interpretations programs
	• undertaking consultation to assess and determine strategies for information and interpretations programs
	• verifying topics and measurable performance indicators for information and interpretations programs
	• implementing, evaluating and promoting information and interpretations programs and introducing improvements where necessary
Context of and specific resources for assessment	• Competency is to be assessed in the workplace or realistically simulated workplace
	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to follow relevant regulatory or Australian Standards requirements
	• The following resources should be made available:

EVIDENCE GUIDE

	• workplace location or simulated workplace
	• materials and equipment relevant to undertaking work applicable to this unit
	• specifications and work instructions
Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package
	• Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge
	• Assessment must be by direct observation of tasks, with questioning on required knowledge and it must also reinforce the integration of employability skills
	• Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge
	• Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
	• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
	• Assessment may be in conjunction with assessment of other units of competency
	• The assessment environment should not disadvantage the candidate
	• Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
	• Where the participant has a disability, reasonable adjustment may be applied during assessment
	• Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

OHS requirements:	are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include:

- personal protective equipment and clothing
- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- fatigue management
- elimination of hazardous materials and substances
- safe forest practices, including required actions relating to forest fire
- manual handling including shifting, lifting and carrying

Environmental requirements may include:	• legislation • organisational policies and procedures • workplace practices

Legislative requirements:	are to be in line with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice and may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care
- legal

Organisational requirements may include:	• organisational and site guidelines

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	• policies and procedures relating to own role and responsibility • quality assurance • procedural manuals • quality and continuous improvement processes and standards • OHS, emergency and evacuation procedures • ethical standards • recording and reporting requirements • equipment use, maintenance and storage requirements • environmental management requirements (waste minimisation and disposal, recycling and re-use guidelines)
Information and interpretations programs	aim to enhance the understanding and skills of a range of clients for a range of purposes and reflect a wide knowledge of forest growing and management resources and practices
Strategies may reflect:	• organisational strategies and plans • priorities and budget requirements • in-depth knowledge of client groups and awareness of their changing information needs, requirements and expectations • awareness of current practice in similar organisations • innovative ways to provide information and interpretations programs
Client groups may include:	• people at any level in the organisation who operate within or for the forest • people outside the organisation who operate within or for the forest • people affected by organisational decisions or actions • people to whom the organisation should provide such a service to meet public and social accountability requirements • school children • people with an interest in the forest
Trends and developments may be:	• theoretical • practical
Appropriate personnel may	• senior management representatives

RANGE STATEMENT

include:	• client group representatives • technical specialists within the organisation • internal education, training and development staff • outside experts
Activities may include:	• seminars • talks • lectures • information in in-house publications • exhibitions • media releases • technology-based training • skills-based training • marketing and promotional programs
Plan may include:	• incorporating measurable objectives and mechanisms to evaluate information and interpretations programs • reflecting strategies that are determined and developed through consultation • taking account of staff competencies and ways to develop and improve such competencies • documenting promotional activities
Communication may include:	• verbal and non-verbal language • constructive feedback • active listening • questioning to clarify and confirm understanding • use of positive, confident and cooperative language • use of language and concepts appropriate to individual social and cultural differences • control of tone of voice
Records and reports may include:	• scheduling and coordination outcomes • quality outcomes • hazards • incidents • equipment malfunctions and may be: • manual • a computer-based system • other appropriate organisational

RANGE STATEMENT

communication system

Unit Sector(s)

Not Applicable

Competency field

Competency field   Common Technical