Assessment Requirements for FWPCOT5202 Manage forestry information and interpretations programs

Release: 1

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Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5202B Manage forestry information and interpretations programs which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.
	Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must be able to provide evidence that they can:

- Develop, promote and evaluate information and interpretation programs for at least one client group to be chosen from the following list:
  - 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 provides programs to meet public and social accountability requirements
  - school children
  - people with an interest in the forest.
- For the above program/s, develop and document comprehensive program plans incorporating:
  - measurable objectives
  - key program topics
  - key performance indicators and mechanisms to evaluate programs
  - promotional methods and activities.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- Trends in community perception of forest growing and management practices

- Aims of providing information and interpretation programs to a range of client groups, including the following:
  - 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 provides programs to meet public and social accountability requirements
  - school children
  - people with an interest in the forest
- Common attributes of those client groups, including :
  - information and learning needs and quality expectations
  - program topics of interest
  - characteristics, including language, literacy and numeracy skills, cultural background, and previous experience and knowledge
- Role of interpretation in creating a powerful learning experience
- Current interpretive theory, delivery methods, activities and media
- Features and benefits of different delivery strategies that may be used, including the following:
  - face-to face
  - in the field
  - classroom delivery
  - community visits
  - computer-based presentation techniques and tools
  - seminars
  - talks
  - lectures
  - information in in-house publications
  - exhibitions
- Format, content and use of plans for the delivery of information and interpretation programs
- Features, benefits and practical application of promotional activities commonly used to promote information and interpretation programs internally and externally, including the following media:
  - advertising
  - brochures
  - in-house promotions
  - public relations activities
  - websites
  - social media
  - trade and consumer shows and community events
  - signage and display

- Creative writing techniques used for the content of promotional materials
- Ways to express performance indicators in quantifiable language
- Methods to evaluate program effectiveness against plans, aims and performance indicators

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to document plans and reports, to prepare promotional material and to evaluate program effectiveness

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- Hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47