



Australian Government

FPI11 Forest and Forest Products Training Package

Release: 2.3

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FPI11 Forest and Forest Products Training Package

Modification History

FPI11 Modification History		
Version	Release date	Comments
2.3	30/04/15	<p>ISC upgrade to update the following:</p> <ul style="list-style-type: none"> In both FPI20111 and FPI20113, the prerequisite listing for PUAFIR204B has been corrected to PUAFIR215 In both FPI20211 and FPI20213, packaging rules have been corrected to state "elective units must be relevant to work undertaken in the harvesting and haulage sector" PUAFIR412 and PUAFIR413 added to the elective bank of units in FPI30111 and FPI30113, to address skills required for prescribed burning PUAFIR511 and PUAFIR513 added to the elective bank of units for FPI40111, to replace superseded units PUAFIR406B and PUAFIR407B AURTGA3001 added to the elective bank of units for FPI30211 and FPI30213, to address skills required for using trailers Elective unit MSFGG2008 replaces LMFGG2008C in FPI20511 Core unit HLTAID003 replaces HLTF311A in the following qualifications: <ul style="list-style-type: none"> FPI20113, FPI20213, FPI30113, FPI30213 Elective unit HLTAID003 replaces HLTF311A in the following qualifications: <ul style="list-style-type: none"> FPI20311, FPI20411, FPI20511, FPI20611, FPI20711, FPI30411, FPI30511, FPI30911, FPI40111 Elective unit HLTAID003 added to the elective bank of units for FPI30311 to ensure providing first aid at level three remains part of the qualification, even though it is no longer a pre-requisite for HLTAID006 Elective unit HLTAID005 replaces HLTF302C in FPI30211 and FPI30213 Elective unit HLTAID006 replaces HLTF412A in the following qualifications: <ul style="list-style-type: none"> FPI30111, FPI30113, FPI30211, FPI30213, FPI30311, FPI30411, FPI30511, FPI30611, FPI30911, FPI40111, FPI40311, FPI40411 Elective unit HLTAID008 replaces HLTF403C in the following qualifications:

FPI11 Modification History		
Version	Release date	Comments
		FPI30611, FPI40111, FPI40211, FPI40311, FPI40411 <ul style="list-style-type: none"> Unit HLTAID003 replaces HLTF311A in the following skill sets: FPISS00011, FPISS00012, FPISS00013, FPISS00014, FPISS00015, FPISS00016, FPISS00017, FPISS00020, FPISS00021, FPISS00022
2.2	29/10/13	ISC upgrade to correct omissions from FPI20111 and FPI20211. Changes made to reflect that FPICOT2206A and FPICOT2206B are superseded by FPICOT2238A Formatting fixes
2.1	30/09/13	Corrections to new qualifications equivalence status – so that the following qualifications have Equivalent vocational outcome to superseded qualifications: <ul style="list-style-type: none"> FPI20113 Certificate II in Forest Growing and Management FPI20213 Certificate II in Harvesting and Haulage FPI30113 Certificate III in Forest Growing and Management FPI30213 Certificate III in Harvesting and Haulage FPI60113 Diploma of Forest Industry Sustainability
2	27/08/13	NSSC endorsement for: <ul style="list-style-type: none"> revision of one non-equivalent qualification due to changes to packaging rules and the removal of one core unit: FPI60113 Advanced Diploma of Forest Industry Sustainability revision of 4 non-equivalent qualifications in response to updating superseded core imported unit to (non-equivalent) current version following the addition of new FPI11 units to the qualification elective pool: FPI20113 Certificate II in Forest Growing and Management FPI20213 Certificate II in Harvesting and Haulage FPI30113 Certificate III in Forest Growing and Management FPI30213 Certificate III in Harvesting and Haulage addition of five new units: FPICOT2241 Apply wood and timber product knowledge FPICOT3261 Transport forestry logs using trucks FPICOT3262 Transport forestry produce using trucks FPICOT3263 Maintain and contribute to energy efficiency FPICOT3264 Build and maintain timber stacks addition of two changed and equivalent units:

FPI11 Modification History		
Version	Release date	Comments
		<ul style="list-style-type: none"> FPIFGM5219 Undertake carbon stock sampling of forests and plantations FPIFGM6203 Manage sustainable tree inventory. <p>ISC upgrade for:</p> <ul style="list-style-type: none"> revision of a further 17 existing equivalent qualifications to add and update units in their elective banks: FPI20311 Certificate II in Sawmilling and Processing FPI20411 Certificate II in Wood Panel Products FPI20511 Certificate II in Timber Manufactured Products FPI20611 Certificate II in Timber Merchandising FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture FPI30311 Certificate III in Sawmilling and Processing FPI30411 Certificate III in Wood Panel Products FPI30511 Certificate III in Timber Manufactured Products FPI30611 Certificate III in Timber Merchandising FPI30711 Certificate III in Sawdoctoring FPI30811 Certificate III in Woodmachining FPI30911 Certificate III in Timber Truss and Frame Design and Manufacture FPI40111 Certificate IV in Forest Operations FPI40211 Certificate IV in Timber Processing FPI40311 Certificate IV Timber Truss and Frame Manufacture FPI40411 Certificate IV in Timber Truss and Frame Design FPI50111 Diploma of Forest and Forest Products minor updates to revised equivalent native units: FPICOT5206A to FPICOT5206B Implement forestry chain of custody certification system FPICOT5208A to FPICOT5208B Build and maintain community relationships FPICOT5209A to FPICOT5209B Manage tree harvesting to minimise environmental impact FPICOT6201A to FPICOT6201B Manage community engagement FPICOT6202A to FPICOT6202B Develop and manage a forestry chain of custody certification process for the workplace FPIFGM4203B to FPIFGM4203C Design plantations FPIFGM6201A to FPIFGM6201B Plan a biochar storage system

FPI11 Modification History		
Version	Release date	Comments
		<p>for carbon capture and storage</p> <ul style="list-style-type: none"> • FPISAW3220B to FPISAW3220C Maintain wide band saw blades • superseded imported units updated in a range of qualification elective banks • addition of sixteen skill sets: • Carbon Accounting • Finger Jointing Grader Operator • Finger Jointing Moulder Operator • Finger Jointing Plant Operator • Finger Jointing Quality Control Tester • Forestry Log Truck Driver • Forestry Produce Truck Driver • Forest & Wood Product Innovation for Leaders • Forest & Wood Product Innovation for Managers • Supporting Forest & Wood Products Innovation • Managing Change in the Forest and Wood Products Industry • Forest & Wood Products Industry Stakeholder Engagement • Supporting Workplace Engagement in the Forest and Wood Products • Leading Business Development in Forest and Wood Products • Managing Business Development in Forest and Wood Products • Supporting Business Development in Forest and Wood Products • minor editorial errors corrected throughout.
1.1	27.11.12	<p>Spelling, typographical and alignment issues corrected</p> <p>Superseded imported units updated where equivalent</p>
1	07.02.12	Primary release

Mapping of Qualifications to the Previous Training Package

Mapping of Qualifications to the previous Training Package			
FPI11 V2.3	Relationship to FPI11 V2.2	Comment in relation to the previous iteration of the Training Package	E/N
FPI20111 Certificate II Forest growing and management	FPI20111 Certificate II Forest growing and management	The prerequisite listing for PUAFIR204B has been corrected to PUAFIR215	E
FPI20113 Certificate II Forest growing and management	FPI20113 Certificate II Forest growing and management	The prerequisite listing for PUAFIR204B has been corrected to PUAFIR215 Core unit HLTAID003 replaces HLTF311A	E
FPI20211 Certificate II in Harvesting and Haulage	FPI20211 Certificate II in Harvesting and Haulage	Packaging Rules corrected to state "elective units must be relevant to work undertaken in the harvesting and haulage sector".	E
FPI20213 Certificate II in Harvesting and Haulage	FPI20213 Certificate II in Harvesting and Haulage	Packaging Rules corrected to state "elective units must be relevant to work undertaken in the harvesting and haulage sector". Core unit HLTAID003 replaces HLTF311A	E
FPI20311 Certificate II in Sawmilling and Processing	FPI20311 Certificate II in Sawmilling and Processing	Elective unit HLTAID003 replaces HLTF311A	E
FPI20411 Certificate II in Wood Panel Products	FPI20411 Certificate II in Wood Panel Products	Elective unit HLTAID003 replaces HLTF311A	E
FPI20511 Certificate II in Timber Manufactured Products	FPI20511 Certificate II in Timber Manufactured Products	Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID003 replaces HLTF311A Elective unit MSFGG2008 replaces LMFGG2008C 	E
FPI20611 Certificate II in Timber Merchandising	FPI20611 Certificate II in Timber Merchandising	Elective unit HLTAID003 replaces HLTF311A	E

Mapping of Qualifications to the previous Training Package			
FPI11 V2.3	Relationship to FPI11 V2.2	Comment in relation to the previous iteration of the Training Package	E/N
FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture	FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture	Elective unit HLTAID003 replaces HLTF311A	E
FPI30111 Certificate III in Forest Growing and Management	FPI30111 Certificate III in Forest Growing and Management	PUAFIR412 and PUAFIR413 added to the elective bank of units address skills required for prescribed burning Elective unit HLTAID006 replaces HLTF412A	E
FPI30113 Certificate III in Forest Growing and Management	FPI30113 Certificate III in Forest Growing and Management	PUAFIR412 and PUAFIR413 added to the elective bank of units address skills required for prescribed burning Elective unit HLTAID006 replaces HLTF412A Core unit HLTAID003 replaces HLTF311A	E
FPI30211 Certificate III in Harvesting and Haulage	FPI30211 Certificate III in Harvesting and Haulage	AURTGA3001 added to the elective bank of units to address skills required for using trailers Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID005 replaces HLTF302C Elective unit HLTAID006 replaces HLTF412A 	E
FPI30213 Certificate III in Harvesting and Haulage	FPI30213 Certificate III in Harvesting and Haulage	AURTGA3001 added to the elective bank of units to address skills required for using trailers Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID005 replaces HLTF302C Elective unit HLTAID006 	E

Mapping of Qualifications to the previous Training Package			
FPI11 V2.3	Relationship to FPI11 V2.2	Comment in relation to the previous iteration of the Training Package	E/N
		replaces HLTF412A Core unit HLTAID003 replaces HLTF4311A	
FPI30311 Certificate III in Sawmilling and Processing	FPI30311 Certificate III in Sawmilling and Processing	Elective unit HLTAID006 replaces HLTF412A. HLTAID006 no longer has HLTF4311A as a prerequisite. HLTAID003 added to the elective bank of units.	E
FPI30411 Certificate III in Wood Panel Products	FPI30411 Certificate III in Wood Panel Products	Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID003 replaces HLTF4311A Elective unit HLTAID006 replaces HLTF412A 	E
FPI30511 Certificate III in Timber Manufactured Products	FPI30511 Certificate III in Timber Manufactured Products	Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID003 replaces HLTF4311A Elective unit HLTAID006 replaces HLTF412A 	E
FPI30611 Certificate III in Timber Merchandising	FPI30611 Certificate III in Timber Merchandising	Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID006 replaces HLTF412A Elective unit HLTAID008 replaces HLTF403C 	E
FPI30911 Certificate III in Timber Truss and Frame Design and Manufacture	FPI30911 Certificate III in Timber Truss and Frame Design and Manufacture	Two imported units of competency updated: <ul style="list-style-type: none"> Elective unit HLTAID003 replaces HLTF4311A Elective unit HLTAID006 replaces HLTF412A 	E
FPI40111 Certificate IV	FPI40111 Certificate IV	PUAFIR511 and PUAFIR513 added to the elective bank of units	E

Mapping of Qualifications to the previous Training Package			
FPI11 V2.3	Relationship to FPI11 V2.2	Comment in relation to the previous iteration of the Training Package	E/N
in Forest Operations	in Forest Operations	<p>to replace superseded units PUAFIR406B and PUAFIR407B</p> <p>Three imported units of competency updated:</p> <ul style="list-style-type: none"> • Elective unit HLTAID003 replaces HLTF311A • Elective unit HLTAID006 replaces HLTF412A • Elective unit HLTAID008 replaces HLTF403C 	
FPI40211 Certificate IV in Timber Processing	FPI40211 Certificate IV in Timber Processing	Elective unit HLTAID008 replaces HLTF403C	E
FPI40311 Certificate IV in Timber Truss and Frame Manufacture	FPI40311 Certificate IV in Timber Truss and Frame Manufacture	<p>Two imported units of competency updated:</p> <ul style="list-style-type: none"> • Elective unit HLTAID006 replaces HLTF412A • Elective unit HLTAID008 replaces HLTF403C 	E
FPI40411 Certificate IV in Timber Truss and Frame Design	FPI40411 Certificate IV in Timber Truss and Frame Design	<p>Two imported units of competency updated:</p> <ul style="list-style-type: none"> • Elective unit HLTAID006 replaces HLTF412A • Elective unit HLTAID008 replaces HLTF403C 	E

Mapping of Skill Sets to the Previous Training Package

Mapping of Skill Sets to the previous Training Package			
FPI11 V2.3	Relationship to FPI11 V2.2	Comment in relation to the previous iteration of the Training Package	E/N
FPISS00011 Skill set for a boom delimeter operator	FPISS00011 Skill set for a boom delimeter operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00012 Skill set for a crawler/dozer operator	FPISS00012 Skill set for a crawler/dozer operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00013 Skill set for a feller buncher operator	FPISS00013 Skill set for a feller buncher operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00014 Skill set for a forwarder operator	FPISS00014 Skill set for a forwarder operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00015 Skill set for a heavy production mobile chipper operator	FPISS00015 Skill set for a heavy production mobile chipper operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00016 Skill set for a loader operator	FPISS00016 Skill set for a loader operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00017 Skill set for a mechanical processor operator	FPISS00017 Skill set for a mechanical processor operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00020 Skill set for a single grip harvester operator	FPISS00020 Skill set for a single grip harvester operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00021 Skill set for a skidder operator	FPISS00021 Skill set for a skidder operator	Imported unit HLTAID003 replaces HLTF311A	E
FPISS00022 Skill set for an excavator operator	FPISS00022 Skill set for an excavator operator	Imported unit HLTAID003 replaces HLTF311A	E

Mapping of Units of Competency to the Previous Training Package

There have been no changes to Units of Competency.

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2.3 - check whether this is the latest version by going to the Training.gov.au (www.training.gov.au) and locating information about the Training Package. Alternatively, contact **ForestWorks** at www.forestworks.com.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

List of AQF Qualifications

Qualification Code	Title
FPI10111	Certificate I in Forest and Forest Products
FPI20111	Certificate II in Forest Growing and Management
FPI20113	Certificate II in Forest Growing and Management
FPI20211	Certificate II in Harvesting and Haulage
FPI20213	Certificate II in Harvesting and Haulage
FPI20311	Certificate II in Sawmilling and Processing
FPI20411	Certificate II in Wood Panel Products
FPI20511	Certificate II in Timber Manufactured Products
FPI20611	Certificate II in Timber Merchandising
FPI20711	Certificate II in Timber Truss and Frame Design and Manufacture
FPI30111	Certificate III in Forest Growing and Management
FPI30113	Certificate III in Forest Growing and Management
FPI30211	Certificate III in Harvesting and Haulage
FPI30213	Certificate III in Harvesting and Haulage
FPI30311	Certificate III in Sawmilling and Processing
FPI30411	Certificate III in Wood Panel Products
FPI30511	Certificate III in Timber Manufactured Products
FPI30611	Certificate III in Timber Merchandising
FPI30711	Certificate III in Sawdoctoring
FPI30811	Certificate III in Woodmachining
FPI30911	Certificate II in Timber Truss and Frame Design and Manufacture
FPI40111	Certificate IV in Forest Operations

FPI40211	Certificate IV in Timber Processing
FPI40311	Certificate IV in Timber Truss and Frame Manufacture
FPI40411	Certificate IV in Timber Truss and Frame Design
FPI50111	Diploma of Forest and Forest Products
FPI50311	Diploma of Timber Truss and Frame Manufacture
FPI50411	Diploma of Timber Truss and Frame Design
FPI60113	Advanced Diploma of Forest Industry Sustainability

FPI units

Note: There are no pre-requisite requirements for any FPI unit of competency.

Unit Code	Unit Title
FPICOR2201B	Work effectively in the forest and forest products industry
FPICOR2202B	Communicate and interact effectively in the workplace
FPICOR2203B	Follow environmental care procedures
FPICOR2204B	Follow fire prevention procedures
FPICOR2205B	Follow OHS policies and procedures
FPICOR2207B	Maintain quality and product care
FPICOR3201B	Implement safety, health and environment policies and procedures
FPICOR3202B	Conduct quality and product care procedures
FPICOR3203B	Evaluate fire potential and prevention
FPICOR3204B	Visually assess materials
FPICOR4201B	Monitor safety, health and environment policies and procedures
FPICOR4202B	Monitor and review forestry operations
FPICOR4203B	Monitor quality and product care procedures
FPICOR6201A	Manage sustainability in the workplace
FPICOR6202A	Implement practices to maximise value from wood residues
FPICOT2201B	Stack and bind material
FPICOT2202B	Rack material
FPICOT2203B	Finish products
FPICOT2205B	Tail out materials
FPICOT2207B	Dress boards and timber
FPICOT2208B	Resaw boards and timber
FPICOT2209B	Produce finger jointed timber
FPICOT2210B	Tally material

FPICOT2211B	Produce pointed timber products
FPICOT2212B	Grade hardwood sawn and milled products
FPICOT2213B	Grade softwood sawn and milled products
FPICOT2214B	Grade cypress sawn and milled products
FPICOT2215B	Visually stress grade hardwood
FPICOT2216B	Visually stress grade softwood
FPICOT2217B	Visually stress grade cypress
FPICOT2218B	Cross cut materials with a fixed saw
FPICOT2219B	Use hand-held tools
FPICOT2220B	Select trees for tending operations
FPICOT2222B	Produce laminated beams
FPICOT2223B	Segregate and sort logs
FPICOT2224B	Band edges of panels
FPICOT2225B	Chip or flake wood
FPICOT2226B	Debark logs mechanically
FPICOT2227B	Process orders and despatch products
FPICOT2228B	Store materials
FPICOT2229B	Dock material to length
FPICOT2230B	Assemble products
FPICOT2231B	Pack products
FPICOT2232B	Cut material to shape using a saw
FPICOT2233B	Navigate in forest areas
FPICOT2235A	Assess timber for manufacturing potential
FPICOT2236	Fall trees manually (basic)
FPICOT2237A	Maintain chainsaws

FPICOT2238A	Cut materials with a hand-held chainsaw
FPICOT2239A	Trim and cut felled trees
FPICOT2240	Cut materials with a pole saw
FPICOT2241	Apply wood and timber product knowledge
FPICOT3201B	Hand sharpen knives and blades
FPICOT3202B	Navigate in remote or trackless areas
FPICOT3203B	Weigh loads
FPICOT3204B	Prepare and interpret sketches and drawings
FPICOT3205B	Dress boards using multi-headed machines
FPICOT3206B	Cut material using high speed optimiser
FPICOT3207B	Set up, operate and maintain finger jointing operations
FPICOT3208B	Test strength of joints
FPICOT3209B	Set up, operate and maintain end matching operations
FPICOT3210B	Sharpen cutting tools
FPICOT3211B	Maintain sawdoctoring tools
FPICOT3212B	Replace saws, blades and guides
FPICOT3213B	Manufacture cutting tools
FPICOT3214B	Take off material quantities
FPICOT3215B	Swage and shape saw blades
FPICOT3216B	Assess and maintain saw performance
FPICOT3217B	Assess and maintain cutter performance
FPICOT3218B	Quote and interpret from manufactured timber product plans
FPICOT3219B	Produce standard truss or frame plans and details using computers
FPICOT3220B	Quote and interpret from computerised timber manufactured product plans

FPICOT3221B	Rehabilitate tracks, quarries and landings
FPICOT3222B	Present forestry information and interpretations programs
FPICOT3223B	Grade and mark logs
FPICOT3224B	Plan and monitor equipment maintenance
FPICOT3225B	Mechanically stress grade timber
FPICOT3227B	Receive and measure logs
FPICOT3228B	Plane/sand panels
FPICOT3229B	Mechanically stress grade panels
FPICOT3230B	Operate automated stacking equipment
FPICOT3231B	Operate steam boiler
FPICOT3232B	Operate heat plant
FPICOT3233B	Sharpen and align blades and knives
FPICOT3234B	Cut material using CNC sizing machines
FPICOT3235B	Machine material using CNC machining and processing centres
FPICOT3236B	Coordinate stock control procedures
FPICOT3237B	Produce templates
FPICOT3238B	Operate a pole saw
FPICOT3239B	Create drawings using computer aided design systems
FPICOT3240B	Grade heavy structural/engineered products
FPICOT3241B	Assemble timber wall frames
FPICOT3242B	Lay up timber roof trusses
FPICOT3243B	Operate a truss press
FPICOT3244B	Cut material to profile
FPICOT3245B	Grade, sort and mark material
FPICOT3246B	Test heavy structural/engineered products

FPICOT3247B	Select timber for forestry operations
FPICOT3248A	Dry timber in solar assisted kilns
FPICOT3249A	Select timber preservation techniques
FPICOT3250A	Prepare timber to meet import/export compliance requirements
FPICOT3251A	Promote the carbon benefits of wood products
FPICOT3252A	Use environmental care procedures to undertake fire salvage operations
FPICOT3253A	Convert timber residue into products for further use
FPICOT3254A	Implement environmentally sustainable work practices in the work area/work site
FPICOT3255	Apply silvicultural principles
FPICOT3256	Apply biodiversity protection principles
FPICOT3257	Follow cultural heritage requirements
FPICOT3258	Comply with soil and water protection
FPICOT3259	Operate a four-wheel drive on unsealed roads
FPICOT3260	Recover four-wheel drive vehicles
FPICOT3261	Transport forestry logs using trucks
FPICOT3262	Transport forestry produce using trucks
FPICOT3263	Maintain and contribute to energy efficiency
FPICOT3264	Build and maintain timber stacks
FPICOT4201B	Produce complex truss and frame plans and details using computers
FPICOT4202B	Design timber structures
FPICOT4203B	Plan and coordinate product assembly
FPICOT4204B	Schedule and coordinate load shifting
FPICOT4205B	Coordinate log debarking operations
FPICOT4206B	Plan and coordinate boiler operations

FPICOT4207B	Plan and coordinate heat plant operations
FPICOT5201B	Implement sustainable forestry practices
FPICOT5202B	Manage forestry information and interpretations programs
FPICOT5203B	Manage installation and commissioning of equipment
FPICOT5204B	Organise enterprise maintenance programs
FPICOT5205A	Develop biohazard contingency plans
FPICOT5206B	Implement forestry chain of custody certification system
FPICOT5207A	Implement sustainability in the workplace
FPICOT5208B	Build and maintain community relationships
FPICOT5209B	Manage tree harvesting to minimise environmental impact
FPICOT6201B	Manage community engagement
FPICOT6202B	Develop and manage a forestry chain of custody certification process for the workplace
FPICOT6203A	Develop engineered timber products to meet energy efficient building
FPICOT6204A	Use carbon accounting to estimate emissions in the workplace
FPICOT6205A	Prepare an enterprise carbon management report
FPICOT6207A	Develop forest management systems and processes
FPIFGM2201B	Collect seed
FPIFGM2202B	Prepare seedbed
FPIFGM2203B	Plant trees by hand
FPIFGM2204B	Plant trees mechanically
FPIFGM2205B	Prune trees
FPIFGM2206B	Collect data or samples for assessment
FPIFGM2207B	Undertake brushcutting operations
FPIFGM2209B	Cut, sort and set cuttings

FPIFGM2210B	Implement animal pest control procedures
FPIFGM2211B	Detect fires
FPIFGM2212B	Graft cuttings
FPIFGM2213B	Process seed
FPIFGM2214B	Maintain visitor sites
FPIFGM2215B	Measure trees
FPIFGM3201B	Manage seed collection
FPIFGM3202B	Extract seed
FPIFGM3203B	Conduct an instrument survey
FPIFGM3206B	Plan and implement non-commercial thinning operations
FPIFGM3207B	Coordinate stem improvement
FPIFGM3209B	Construct and maintain forest roads and tracks
FPIFGM3210B	Patrol forest
FPIFGM3211B	Manage coppice stems
FPIFGM3212	Fall trees manually (intermediate)
FPIFGM3213	Fall trees manually (advanced)
FPIFGM3214	Operate a four-wheel drive in a towing situation
FPIFGM3215	Perform complex four-wheel drive operations
FPIFGM4201B	Implement a forest establishment plan
FPIFGM4202B	Manage stand health
FPIFGM4203C	Design plantations
FPIFGM4204B	Conduct a pests and diseases assessment
FPIFGM4205B	Monitor regeneration rates
FPIFGM4206B	Conduct a wood volume and yield assessment
FPIFGM4207B	Conduct a forest site assessment

FPIFGM4208B	Plan a quarry
FPIFGM4209B	Interpret and use aerial photographs for forest management
FPIFGM4210B	Prepare a tender
FPIFGM5201B	Plan and manage an inventory program
FPIFGM5208B	Manage road construction and maintenance
FPIFGM5210A	Manage tending operations in a native forest
FPIFGM5211A	Coordinate stand nutrition
FPIFGM5212A	Manage genetic resources
FPIFGM5213A	Coordinate plantation tending operations
FPIFGM5214A	Develop a native forest regeneration plan
FPIFGM5215A	Breed trees
FPIFGM5216A	Manage coupe planning
FPIFGM5217A	Promote plantations as a sustainable form of land use
FPIFGM5219	Undertake carbon stock sampling of forests and plantations
FPIFGM6201B	Plan a biochar storage system for carbon capture and storage
FPIFGM6203	Manage sustainable tree inventory
FPIHAR2203B	Hook up felled logs using cables (choker)
FPIHAR2204B	Perform landing duties (chaser)
FPIHAR2205B	Conduct mobile splitting operations
FPIHAR2206B	Operate a mobile chipper/mulcher
FPIHAR2207A	Trim and cut harvested trees
FPIHAR3201B	Monitor log recovery (rigging slinger)
FPIHAR3206C	Conduct forwarder operations
FPIHAR3207C	Conduct feller buncher operations
FPIHAR3208C	Conduct boom delimber operations

FPIHAR3210C	Conduct mechanical processor operations
FPIHAR3211B	Operate yarder
FPIHAR3213B	Conduct mechanically assisted tree falling operations
FPIHAR3214C	Operate a single grip harvester
FPIHAR3215C	Operate a heavy production mobile chipper
FPIHAR3216A	Conduct forestry operations using crawler tractor
FPIHAR3217A	Conduct skidder operations
FPIHAR3218A	Conduct loader operations
FPIHAR3219A	Conduct excavator operations with grabs
FPIHAR3220	Harvest trees manually (intermediate)
FPIHAR3221	Harvest trees manually (advanced)
FPIHAR4201B	Apply tree jacking techniques
FPIHAR4202B	Coordinate log recovery (hook tender)
FPIHAR4203B	Design log landings and snig tracks
FPIHAR4204B	Plan and coordinate fire salvage operations
FPIHAR4205B	Implement harvesting plans
FPIHAR5201B	Design harvesting plans
FPISAW2201B	Grade round poles and debarked logs
FPISAW2202B	Sort boards manually
FPISAW2203B	Sort boards mechanically
FPISAW2204B	Dock boards with mechanical feed
FPISAW2205B	Assemble materials using nail plates
FPISAW2206B	De-stack seasoning racks
FPISAW2207B	Round softwood logs
FPISAW2208B	Split wood products

FPISAW2209B	Dismantle, transport and assemble hand portable sawmill
FPISAW2210B	Prepare for timber treatment operations
FPISAW3201B	Treat timber
FPISAW3202B	Produce sawn green boards
FPISAW3203B	Break down logs
FPISAW3204B	Saw flitches and cants
FPISAW3205B	Dry hardwood
FPISAW3206B	Dry softwood
FPISAW3207B	Sharpen band saws
FPISAW3208B	Sharpen circular saws
FPISAW3209B	Align sawing production systems
FPISAW3210B	File and set saws
FPISAW3211B	Recondition guides
FPISAW3212B	Sharpen tipped circular saws
FPISAW3213B	Level and tension circular saws
FPISAW3214B	Join band saw blades
FPISAW3215B	Screen wood chips
FPISAW3216B	Transfer wood chips
FPISAW3217B	Hard face saw teeth
FPISAW3218B	Replace tungsten tips
FPISAW3219B	Replace stellite tips
FPISAW3220C	Maintain wide band saw blades
FPISAW3221B	Profile saw blanks
FPISAW3222B	Recondition band mill wheels
FPISAW3223B	Assess wood chips

FPISAW3224B	Coordinate and monitor the wood chip stockpile
FPISAW3225B	Maintain frame saw blades
FPISAW3226B	Saw logs using CNC optimising systems
FPISAW3227B	Select and saw logs in multi-species operations
FPISAW3228B	Apply principles of blade design to sawing procedures
FPISAW3229B	Operate a portable sawmill
FPISAW4201B	Plan and monitor timber treatment plant operations
FPISAW4202B	Plan and monitor saw log operations
FPISAW4203B	Coordinate timber drying operations
FPISAW4204B	Plan and monitor board conversion
FPITMM2201B	Cut material to length and angles
FPITMM2202B	Machine material
FPITMM2203A	Read and interpret timber truss, floor and/or frame fabrication plans
FPITMM3201B	Convert timber
FPITMM3202B	Manufacture using joinery machines
FPITMM3203B	Estimate and cost job
FPITMM3204A	Interpret designs to prepare timber roof truss drawings and documents using computers
FPITMM3205A	Interpret designs to prepare timber floor system drawings and documents using computers
FPITMM3206A	Interpret designs to prepare timber wall frame drawings and documents using computers
FPITMM3207A	Set up timber floor trusses
FPITMM4201B	Construct prototypes and samples
FPITMM4202B	Diagnose and calculate production costs
FPITMM4203B	Install and commission CNC software

FPITMM4204B	Sample and test products to specifications
FPITMM4205A	Prepare and advise on a broad range of timber roof truss details using computers
FPITMM4206A	Prepare and advise on a broad range of timber floor system details using computers
FPITMM4207A	Prepare and advise on a broad range of timber wall frame details using computers
FPITMM5201B	Assess product feasibility of designs
FPITMM5202B	Develop, trial and evaluate prototypes
FPITMM5203B	Generate and transfer complex computer-aided drawings and specifications
FPITMM5204B	Manage product design
FPITMM5205B	Optimise CNC operations
FPITMM5206B	Plan production
FPIWPP2201B	Cut panels
FPIWPP2202B	Surface treat raw board
FPIWPP2203B	Repair veneer and ply
FPIWPP2204B	Repair veneer mechanically
FPIWPP2205B	Prepare chip or fibre blends
FPIWPP2206B	Prepare veneer for ply
FPIWPP2207B	Scarf edges of veneer
FPIWPP2208B	Cut veneer
FPIWPP2209B	Saw products from continuous ply
FPIWPP2210B	Cut panels to profile
FPIWPP2211B	Move material by transfer equipment
FPIWPP3201B	Produce veneer from debarked logs
FPIWPP3202B	Paint panels

FPIWPP3203B	Produce fibre from chips
FPIWPP3204B	Form board
FPIWPP3205B	Match and join veneer
FPIWPP3206B	Laminate and veneer board surfaces
FPIWPP3207B	Clip veneer
FPIWPP3208B	Punch peg holes in panels
FPIWPP3209B	Prepare resin and additives
FPIWPP3210B	Laminate board
FPIWPP3211B	Maintain caul plates and screens
FPIWPP3212B	Dry material
FPIWPP3213B	Heat treat material
FPIWPP3214B	Treat paper
FPIWPP3215B	Cut paper
FPIWPP3216B	Press material using the daylight process
FPIWPP3217B	Process production effluent
FPIWPP3218B	Coordinate machining of panels
FPIWPP3219B	Blend and test binding mixes
FPIWPP3220B	Plan and coordinate panel painting
FPIWPP3221B	Trim new panels to size
FPIWPP3222B	Press laminated ply
FPIWPP3223B	Immunise veneer
FPIWPP3224B	Profile sand products
FPIWPP3225B	Produce profile sanding shoes and wheels
FPIWPP3226B	Operate a continuous press
FPIWPP3227B	Vacuum paint

FPIWPP3228B	Dry wood flakes
FPIWPP3229B	Classify flake
FPIWPP3230B	Produce decorative veneers
FPIWPP3231B	Produce veneer from prepared flitches
FPIWPP4201B	Plan and coordinate panel production
FPIWPP4202B	Perform laboratory testing

Imported units

Unit Code	Unit Title	Updated in FPI11 V2.3
AHCBUS502A	Market products and services	No change
AHCARB204A	Undertake standard climbing techniques	No change
AHCARB206A	Undertake stump removal	No change
AHCARB307A	Undertake complex tree climbing	No change
AHCCHM201A	Apply chemicals under supervision	No change
AHCCHM303A	Prepare and apply chemicals	No change
AHCCHM304A	Transport, handle and store chemicals	No change
AHCCHM401A	Minimise risks in the use of chemicals	No change
AHCCHM402A	Plan and implement a chemical use program	No change
AHCEXP303A	Prepare and use explosives	No change
AHCFIR201A	Assist with prescribed burning	No change
AHCILM201A	Maintain cultural places	No change
AHCILM401A	Protect places of cultural significance	No change
AHCINF202A	Install, maintain and repair fencing	No change
AHCINF203A	Maintain properties and structures	No change
AHCINF303A	Plan and construct conventional fencing	No change
AHCIRG204A	Lay irrigation and/or drainage pipes	No change
AHCIRG206A	Maintain pressurised irrigation systems	No change
AHCIRG301A	Implement a maintenance program for an irrigation system	No change
AHCIRG306A	Troubleshoot irrigation systems	No change
AHCIRG406A	Plan on-site irrigation system installation and construction work	No change
AHCIRG503A	Design irrigation, drainage and water treatment	No change

	systems	
AHCLSC302A	Construct landscape features using concrete	No change
AHCLSC304A	Erect timber structures and features	No change
AHCMOM301A	Coordinate machinery and equipment maintenance and repair	No change
AHCMOM402A	Supervise maintenance of machinery and equipment	No change
AHCNAR303A	Implement revegetation works	No change
AHCNAR402A	Plan the implementation of revegetation works	No change
AHCNSY201A	Pot up plants	No change
AHCNSY202A	Tend nursery plants	No change
AHCNSY203A	Undertake propagation activities	No change
AHCNSY301A	Maintain nursery plants	No change
AHCNSY302A	Receive and dispatch nursery products	No change
AHCNSY306A	Implement a propagation plan	No change
AHCNSY401A	Plan a growing-on program	No change
AHCNSY402A	Plan a propagation program	No change
AHCPGD402A	Plan a plant establishment program	No change
AHCPHT503A	Manage a controlled growing environment	No change
AHCPMG201A	Treat weeds	No change
AHCPMG202A	Treat plant pests, diseases and disorders	No change
AHCPMG301A	Control weeds	No change
AHCPMG302A	Control plants, pests, diseases and disorders	No change
AHCPMG402A	Develop a pest management action plan within a local area	No change
AHCPMG503A	Develop a strategy for the management of target pests	No change

AHCSAW201A	Conduct erosion and sediment control activities	No change
AHCSAW302A	Implement erosion and sediment control measures	No change
AHCWAT502A	Manage water systems	No change
AHCWRK201A	Observe and report on weather	No change
AHCWRK203A	Operate in isolated and remote situations	No change
AHCWRK302A	Monitor weather conditions	No change
AHCWRK304A	Respond to rescue incidents	No change
AHCWRK505A	Manage trial and/or research material	No change
AURTGA3001	Drive and manoeuvre trailers	New unit
BSBADM311A	Maintain business resources	No change
BSBAUD501B	Initiate a quality audit	No change
BSBCMM301B	Process customer complaints	No change
BSBCMM401A	Make a presentation	No change
BSBCMM402A	Implement effective communication strategies	No change
BSBCRT402A	Collaborate in a creative process	No change
BSBCUS301B	Deliver and monitor a service to customers	No change
BSBCUS401B	Coordinate implementation of customer service strategies	No change
BSBCUS402B	Address customer needs	No change
BSBCUS501C	Manage quality customer service	No change
BSBFIA301A	Maintain financial records	No change
BSBFIM501A	Manage budgets and financial plans	No change
BSBFLM303C	Contribute to effective workplace relationships	No change
BSBFLM305C	Support operational plan	No change
BSBFLM312C	Contribute to team effectiveness	No change

BSBINM201A	Process and maintain workplace information	No change
BSBINM301A	Organise workplace information	No change
BSBINM401A	Implement workplace information system	No change
BSBINM501A	Manage an information or knowledge management system	No change
BSBINN201A	Contribute to workplace innovation	No change
BSBINN501A	Establish systems that support innovation	No change
BSBINN502A	Build and sustain an innovative work environment	No change
BSBINN601B	Manage organisational change	No change
BSBINN801A	Lead innovative thinking and practice	No change
BSBITS401B	Maintain business technology	No change
BSBITU201A	Produce simple word processed documents	No change
BSBITU306A	Design and produce business documents	No change
BSBLED401A	Develop teams and individuals	No change
BSBLED501A	Develop a workplace learning environment	No change
BSBMGT402A	Implement operational plan	No change
BSBMGT403A	Implement continuous improvement	No change
BSBMGT502B	Manage people performance	No change
BSBMGT515A	Manage operational plan	No change
BSBMGT516C	Facilitate continuous improvement	No change
BSBMGT608C	Manage innovation and continuous improvement	No change
BSBMGT616A	Develop and implement strategic plans	No change
BSBMKG501B	Identify and evaluate marketing opportunities	No change
BSBPMG414A	Apply project information management and communications techniques	No change

BSBPMG415A	Apply project risk-management techniques	No change
BSBPMG416A	Apply project procurement procedures	No change
BSBPMG522A	Undertake project work	No change
BSBREL701A	Develop and cultivate collaborative partnerships and relationships	No change
BSBRES401A	Analyse and present research information	No change
BSBRES801A	Initiate and lead applied research	No change
BSBRSK401A	Identify risk and apply risk management processes	No change
BSBRSK501B	Manage risk	No change
BSBSMB404A	Undertake small business planning	No change
BSBSMB406A	Manage small business finances	No change
BSBSUS501A	Develop workplace policy and procedures for sustainability	No change
BSBWHS503A	Contribute to the systematic management of WHS risk	No change
BSBWOR204A	Use business technology	No change
BSBWOR301B	Organise personal work priorities and development	No change
BSBWOR401A	Establish effective workplace relationships	No change
BSBWOR402A	Promote team effectiveness	No change
BSBWOR501B	Manage personal work priorities and professional development	No change
BSBWOR502B	Ensure team effectiveness	No change
BSBWRK506A	Coordinate research and analysis	No change
BSBWRT401A	Write complex documents	No change
CHCPOL403C	Undertake research activities	No change
CPCCB4001A	Apply building codes and standards to the construction process for low-rise building	No change

	projects	
CPCCBC4004A	Identify and produce estimated costs for building and construction projects	No change
CPCCBC4005A	Produce labour and material schedules for ordering	No change
CPCCBC4014A	Prepare simple building sketches and drawings	No change
CPCCBC4024A	Resolve business disputes	No change
CPCCCA3006B	Erect roof trusses	No change
CPCCCM1015A	Carry out measurements and calculations	No change
CPCCLDG3001A	Licence to perform dogging	No change
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	No change
CPCCSV5010A	Interact with clients in a regulated environment	No change
CPCCSV5011A	Apply building codes and standards to residential buildings	No change
CPCCSV5012A	Assess timber-framed designs for one and two storey buildings	No change
CPCCSV5015A	Assess structural requirements for domestic scale buildings	No change
CPCSUS4001A	Implement and monitor environmentally sustainable work practices	No change
CPPSEC3007A	Maintain security of environment	No change
CUVDES405A	Research and apply techniques in spatial design	No change
HLTFA301C	Apply first aid	No change
HLTAID005	Provide first aid in remote situation	Supersedes HLTFA302C
HLTAID003	Provide first aid	Supersedes HLTFA311A
HLTAID008	Manage first aid services and resources	Supersedes HLTFA403C

HLTAID006	Provide advanced first aid	Supersedes HLTFA412A
ICAICT308A	Use advanced features of computer applications	No change
ICTSUS7235A	Use ICT to improve sustainability outcomes	No change
LGACOM401A	Administer contracts	No change
LGACOM409A	Prepare tender documentation	No change
LGACOM502B	Devise and conduct community consultations	No change
LGAEHRR504C	Implement public environmental health education programs	No change
LGAPLEM404A	Prepare and present geographic information systems data	No change
LGAPLEM612B	Protect heritage and cultural asset	No change
LGAWORK212A	Perform field support duties in a roadwork environment	No change
MSFGG2008	Glaze and re-glaze residential windows and doors	Supersedes LMFGG2008C
MEM05004C	Perform routine oxyacetylene welding	No change
MEM05006C	Perform brazing and/or silver soldering	No change
MEM05049B	Perform routine gas tungsten arc welding	No change
MEM05050B	Perform routine gas metal arc welding	No change
MEM18011C	Shut down and isolate machines/equipment	No change
MSACMT630A	Optimise cost of product	No change
MSACMT631A	Undertake value analysis of product costs in terms of customer requirements	No change
MSACMT671A	Develop and manage sustainable environmental practices	No change
MSAPMOPS404A	Co-ordinate maintenance	No change
MSAPMSUP390A	Use structured problem solving tools	No change

MSS015002A	Develop strategies for more sustainable use of resources	No change
MSS015003A	Analyse product lifecycle for sustainability	No change
MSS015011A	Conduct a sustainability energy audit	No change
MSS402001A	Apply competitive systems and practices	No change
MSS402030A	Apply cost factors to work practices	No change
MSS402050A	Monitor process capability	No change
MSS402051A	Apply quality standards	No change
MSS402060A	Use planning software systems in operations	No change
MSS403001A	Implement competitive systems and practices	No change
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices	No change
MSS403032A	Analyse manual handling processes	No change
MSS403051A	Mistake proof an operational process	No change
MSS404050A	Undertake process capability improvements (*Prerequisite: MSS404052A Apply statistics to operational processes)	No change
MSS404052A	Apply statistics to operational processes	No change
MSS404060A	Facilitate the use of planning software systems in a work area or team	No change
MSS404082A	Assist in implementing a proactive maintenance strategy	No change
MSS405001A	Develop competitive systems and practices for an organisation	No change
MSS405004A	Develop business plans in an organisation implementing competitive systems and practices	No change
MSS405062A	Develop a documentation control strategy for an organisation	No change

MSS405070A	Develop and manage sustainable energy practices	No change
MSS405075A	Facilitate the development of a new product	No change
PSPGOV521A	Collect statistical data	No change
PSPPOL603A	Manage policy implementation	No change
PSPREG603A	Manage and lead inspection and monitoring programs	No change
PUACOM012B	Liaise with media at a local level	No change
PUAEQU001B	Prepare, maintain and test response equipment	No change
PUAFIR203B	Respond to urban fire OR	No change
PUAFIR204B	Respond to wildfire (unit has PUAFIR215 Prevent injury as a prerequisite)	No change
PUAFIR205B	Respond to aviation incident (specialist)	No change
PUAFIR209B	Work safely around aircraft	No change
PUAFIR215	Prevent injury	No change
PUAFIR303B	Suppress wildfire (unit has PUAFIR204B Respond to wildfire as a prerequisite)	No change
PUAFIR309B	Operate pumps	No change
PUAFIR406B	Develop prescribed burning plans (unit has PUAFIR303B Suppress wildfire as a prerequisite)	Deleted
PUAFIR407B	Conduct prescribed burning (unit has PUAFIR303B Suppress wildfire as a prerequisite)	Deleted
PUAFIR412	Conduct simple prescribed burns (unit has PUAFIR303B Suppress wildfire as a prerequisite)	New unit
PUAFIR413	Develop simple prescribed burn plans (unit has PUAFIR303B Suppress wildfire as a prerequisite)	New unit
PUAFIR511	Conduct complex prescribed burns (unit has	New unit

	PUAFIR303B Suppress wildfire as a prerequisite)	
PUAFIR513	Develop complex prescribed burn plans (unit has PUAFIR303B Suppress wildfire as a prerequisite)	New unit
PUAFIR501B	Conduct fire investigation and analysis activities (unit has PUALAW001B Protect and preserve incident scene as a prerequisite)	No change
PUAFIR509B	Implement prevention strategies	No change
PUALAW001B	Protect and preserve incident scene	No change
PUALAW002B	Conduct initial investigation at incident scene	No change
PUAOHS002B	Maintain safety at an incident scene	No change
PUAOPE001B	Supervise response	No change
PUAOPE002B	Operate communications systems and equipment	No change
PUAOPE005B	Manage a multi-team response	No change
PUAOPE007B	Command agency personnel within a multi-agency emergency response (unit has PUAOPE001B Supervise response as a prerequisite)	No change
PUATEA001B	Work in a team	No change
PUATEA002B	Work autonomously	No change
RIIHAN308A	Load and unload plant	No change
RIIMPO315A	Conduct tractor operations	No change
RIIMPO317A	Conduct roller operations	No change
RIIMPO318B	Conduct civil construction skid steer loader operations	No change
RIIMPO319A	Conduct backhoe/loader operations	No change
RIIMPO320B	Conduct civil construction excavator operations	No change
RIIMPO321B	Conduct civil construction wheeled front end	No change

	loader operations	
RIIMPO322A	Conduct civil construction tracked front end loader operations	No change
RIIMPO323A	Conduct civil construction dozer operations	No change
RIIMPO324A	Conduct civil construction grader operations	No change
RIIOHS205A	Control traffic with stop-slow bat	No change
RIIVEH304B	Conduct tip truck operations	No change
SIRRRPK010A	Recommend home and home improvement products and services	No change
SIRRRPK214	Recommend specialised products and services	No change
SIRXADM001A	Apply retail office procedures	No change
SIRXCCS201	Apply point-of-sale handling procedures	No change
SIRXCCS202	Interact with customers	No change
SIRXFIN002A	Perform retail finance duties	No change
SIRXFIN003A	Produce financial reports	No change
SIRXFIN004A	Manage financial resources	No change
SIRXFIN201	Balance and secure point-of-sale terminal	No change
SIRXICT001A	Operate retail technology	No change
SIRXICT303	Operate retail information technology systems	No change
SIRXINV001A	Perform stock control procedures	No change
SIRXINV002A	Maintain and order stock	No change
SIRXINV004A	Buy merchandise	No change
SIRXMER004A	Manage merchandise and store presentation	No change
SIRXMER201	Merchandise products	No change
SIRXMER202	Plan, create and maintain displays	No change
SIRXMER303	Coordinate merchandise presentation	No change

SIRXMER406	Monitor in-store visual merchandising display	No change
SIRXQUA001A	Develop innovative ideas at work	No change
SIRXRSK001A	Minimise theft	No change
SIRXRSK002A	Maintain store security	No change
SIRXRSK003A	Apply store security systems and procedures	No change
SIRXSLS002A	Advise on products and services	No change
SIRXSLS201	Sell products and services	No change
SIRXSLS303	Build relationships with customers	No change
SIRXSLS304	Coordinate sales performance	No change
SIRXSLS406	Manage sales and service delivery	No change
SIRXWHS302	Maintain store safety	No change
SITTPPD402	Develop interpretive activities	No change
TAEASS401B	Plan assessment activities and processes	No change
TAEASS402B	Assess competence	No change
TAEASS403B	Participate in assessment validation	No change
TAEDEL301A	Provide work skill instruction	No change
TAEDEL401A	Plan, organise and deliver group-based learning	No change
TAEDEL402A	Plan, organise and facilitate learning in the workplace	No change
TAEDES401A	Design and develop learning programs	No change
TAEDES402A	Use training packages and accredited courses to meet client needs	No change
TLIA2012A	Pick and process orders	No change
TLIA3018A	Organise despatch operations	No change
TLIC2002A	Drive light rigid vehicle	No change
TLIC3003A	Drive medium rigid vehicle	No change

TLIC3004A	Drive heavy rigid vehicle	No change
TLIC3005A	Drive heavy combination vehicle	No change
TLIC3063A	Operate vehicle carrying special loads	No change
TLIC4006A	Drive multi-combination vehicle	No change
TLID1001A	Shift materials safely using manual handling methods	No change
TLID2004A	Load and unload goods/cargo	No change
TLID2010A	Operate a forklift	No change
TLID2012A	Operate specialised load shifting equipment	No change
TLID2013A	Move materials mechanically using automated equipment	No change
TLID2047A	Prepare cargo for transfer with slings	No change
TLID3011A	Conduct specialised forklift operations	No change
TLID3014A	Load and unload vehicles carrying special loads	No change
TLID3033A	Operate a vehicle-mounted loading crane	No change
TLID3035A	Operate a boom type elevating work platform	No change
TLID3036A	Lift and move load using a mobile crane	No change
TLID3043A	Shift loads using gantry equipment	No change
TLID4032A	Plan and conduct specialised lift	No change
TLIE3002A	Estimate/calculate mass, area and quantify dimensions	No change
TLIE4006A	Collect, analyse and present workplace data and information	No change
TLIF1002B	Conduct housekeeping activities	No change
TLIF2010A	Apply fatigue management strategies	No change
TLIF4007A	Implement and coordinate accident-emergency procedures	No change

TLIH2001A	Interpret road maps and navigate pre-determined routes	No change
TLILIC2001A	Licence to operate a forklift truck	No change
TLILIC2016B	Licence to drive a heavy rigid vehicle	No change
TLILIC3017B	Licence to drive a heavy combination vehicle	No change
TLILIC3018B	Licence to drive a multi-combination vehicle	No change
TLIR4002A	Source goods/services and evaluate contractors	No change

Overview

What is a training package

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples' skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Standards Skills Council (NSSC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

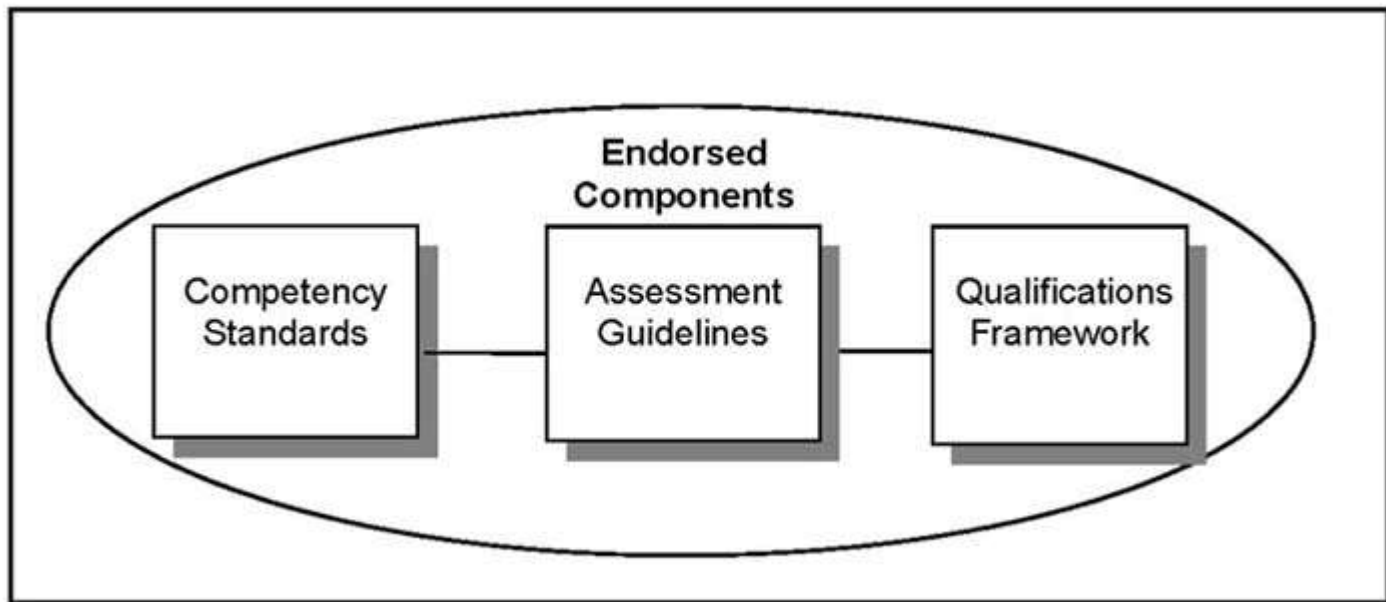
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

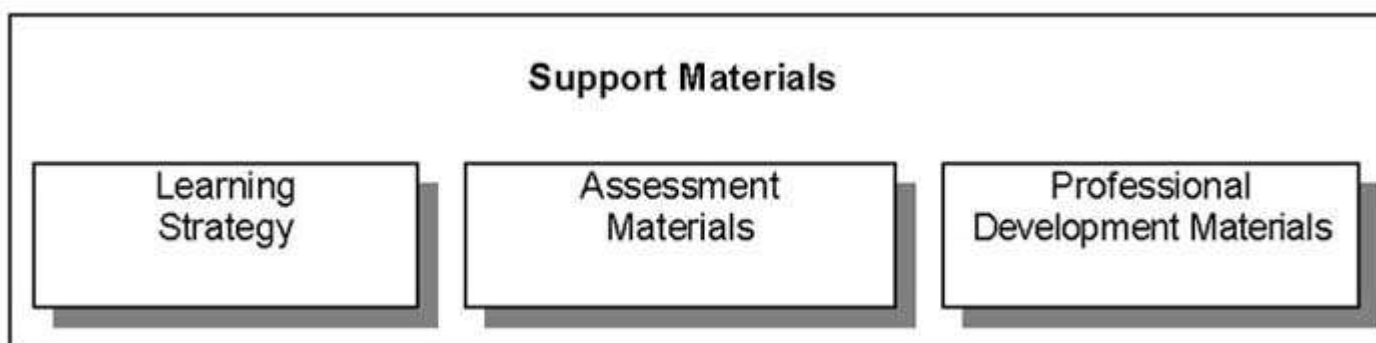
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example FPI05. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example FPI50111.

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used;
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in FPISAW2201A;
- the first three characters signify the Training Package (FPI11 Forest and Forest Products Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An 'A' at the end of the code indicates that this is the original unit of competency. 'B', or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and where changes are made that alter the outcome, a new code is assigned and the title is changed.

The uppercase letters in the codes for Forest and Forest Products Industry units of competency correspond to the industry sectors as follows:

FPICOR	Denotes Core units of competency
FPICOT	Denotes Common Technical units of competency (which are common to more than one sector of the industry)
FPIFGM	Denotes units of competency within the Forest Growing and Management sector
FPIHAR	Denotes units of competency within the Harvesting and Haulage sector
FPISAW	Denotes units of competency within the Sawmilling and Processing sector
FPIWPP	Denotes units of competency within the Wood Panel and Board Production sector
FPITMM	Denotes units of competency within the Timber Manufactured Products and Timber Merchandising sector

Imported units of competency retain the codes from their Training Package of origin.

Contextualisation Advice for Unit of Competency Codes in FPI11

Unit of Competency version control in this Training Package uses a new explicit 'Revision Number' as follows:

- Revision 1 indicates that this is the original unit of competency.
- Revision 2 or above means that minor changes have been made. For example FPICOT2235A becomes FPICOT2235A, Revision 2 rather than FPICOT2235B. Typically this level of revision would mean that wording has changed in the range statement or evidence guide, providing clearer unit intent.

The individual Unit of Competency 'Revision Number' is displayed in training.gov.au (TGA) and on the cover page of the published unit. The FPI11 Training Package incorporates these changes as follow:

- Codes allocated before the introduction of TGA will be retained indefinitely. However, the 'A', 'B', 'C' component of the code will no longer be incremented. Instead an explicit Unit of Competency 'Revision Number' will be used
- New unit codes will not include an 'A', 'B', 'C' suffix. As such all new codes will contain 11 Characters. For example FPIFGM3212
- Where changes are made that alter the outcome of the unit, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- FPI20111 Certificate II in Forest Growing and Management
- FPI50111 Diploma of Forest and Forest Products.

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- FPICOT2201B Stack and bind material
- FPISAW3201B Treat timber.

Introduction to FPI11 V2.3

The Industry

The Forest and Forest Products Industry covers a diverse range of activities from growing and management of plantation and native forest resources, through harvesting, sawmilling and processing, to the manufacture, merchandising and retailing of finished products.

The industry is characterised by a mix of small, medium and large enterprises. Some enterprises show a high degree of vertical integration, being involved in activities across the six industry sectors. The six industry sectors are:

- Forest Growing and Management
- Harvesting and Haulage
- Sawmilling and Processing
- Timber Manufactured Products
- Timber Merchandising
- Wood Panel Products

Forest Growing and Management has traditionally been dominated by very large organisations, usually either State owned, or associated with large downstream manufacturing operations. A new category of forest growers are the agroforesters, or farm foresters, who often run plantations as micro-businesses attached to a commercial farm.

Activities in the Forest Growing and Management sector generally involve the planting, tending, protection and preparation of trees for harvesting, including the general environmental management of the land and land usage. Forests are maintained not only for the production of timber products, but for conservation, land protection, recreational, social and scientific purposes.

Harvesting and Haulage typically involves small enterprises employing the 4-6 people needed to run a single logging crew. Harvesting operators usually have a contractual relationship with their suppliers (forest owners) and customers (sawmillers and manufacturers of various types), rather than an open-market relationship.

Forest harvesting is carried out in both native hardwood forests and softwood or hardwood plantations. Jobs in this sector, typically involving outdoor work, can include activities such as construction of roads and log-landings, harvesting trees either mechanically or manually, plant and equipment operation, shifting tree lengths into various products and grades of product, grading of sawlogs, loading logs for delivery to specified processing plants, and undertaking rehabilitation works to rejuvenate forest coupes (areas from which trees are harvested).

Sawmilling and Processing is comprised of small, medium and large organisations that undertake a range of activities. These include log sawmilling, production of hardwood and softwood chips for use by other sectors of the industry, and value adding through planing and moulding activities (including finger jointing), preservative treatment, kiln drying, the production of landscape bark and chips, production of flooring and joinery products, component manufacturing and planing, moulding and machining.

Increasingly, enterprises involved in sawmilling and processing are highly mechanised and rely on computer technology to control the production process.

Timber Manufactured Products comprises small, medium and large enterprises and is involved in the production of a wide range of products including doors, windows and prefabricated trusses and frames, for the construction industry. Other enterprises produce pallets, casks, boxes, crates etc. for agricultural and industrial use. Enterprises employ skilled tradespeople (eg carpenters, joiners, builders and maintenance mechanics) as well.

Timber Merchandising outlets range from small ‘corner-shop’ timber and hardware stores to large national chains. Industry seems to be trending away from small independent stores towards larger businesses, or groups of small businesses coming together under the banner of a franchise. This sector includes:

- Wholesale distributors who import timber and wood or buy from local manufacturers for sale to merchants and other large volume clients. They are often associated with large timber producers and are usually based in capital cities or major regional centres.
- Merchants who sell to trade users of timber products. They usually handle many different types of timber species and products, bought from a large number of suppliers. They may provide ancillary services, eg. Quantities and sizes to order, drying, moulding etc.
- Retailers who sell timber products and associated hardware in smaller quantities to individual tradespeople and the general public. The emphasis is on display, customer service and packaging.

Wood Panel Products is predominantly comprised of large enterprises due to high costs involved in establishing efficient production facilities. Activities in the wood panel products sector include the manufacture of veneers, plywood, particle board and medium density fibre board (MDF).

The manufacture of wood panel products is a highly mechanised, technology driven production process.

Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

<http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf>

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential*

Standards for Initial and Continuing Registration.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II*Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III*Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma*Characteristics of Learning Outcomes*

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate*Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.

- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

Forest and Forest Products Industry Qualifications

Background

The qualifications structure of FPI11:

- supports both general and sector specific qualification pathways
- provides effective qualifications at the higher AQF levels (Certificate IV and Diploma) that suit industry needs for a technical qualification and a management focused qualification, or a balance of both
- provides qualifications consisting of a small core to ensure flexibility by allowing people to choose electives to suit their job outcomes and future job choices
- allows achievement of 'skills sets' within qualifications if achievement of a total qualification is not required.
- The qualifications structure incorporates the outcomes of extensive industry consultation which determined that qualifications should:
- provide maximum flexibility to allow enterprises and individuals to select combinations of units of competency relevant to their training needs
- reflect any State or Territory licensing requirements
- recognise different entry points and development pathways
- recognise the trades of Sawdoctoring and Woodmachining as discrete qualifications
- reflect realities in terms of work organisation and job design
- allow for articulation between qualifications
- create career path opportunities for people within the industry.

Structure of the Qualifications

The qualification packaging rules provide maximum flexibility through the identification of mandatory units to meet occupational requirements, provision of a choice of electives to ensure enterprise needs are met, and the incorporation of relevant units from other endorsed Training Packages to facilitate portability of qualifications.

Units within qualifications are arranged in the following broad categories:

1. Core Units

Includes identified compulsory or 'core' units which provide generic skills, for example in areas such as communication, OHS, working effectively, quality, the environment, teamwork and first aid.

2. Elective Units

Includes 'sector' electives to meet the requirements of technical functional areas. Units have been placed into specialist 'streams' or skills sets such as fire control, harvesting operations, timber products, sawing operations, merchandising etc. Units in this group are generally technical in nature with outcomes directly relevant to the Forest and Forest Products Industry. Includes 'common' electives to meet the requirements of common functional areas. Units have been placed into streams such as administration and business, load handling, communication and relationships, machinery and equipment etc. Units in this group are generally cross-industry in nature.

FPI11 allows customisation of qualifications through a choice of up to two or three (depending on the qualification) electives from FPI11, other nationally endorsed Training Packages, or State/Territory accredited courses. Generally, electives from this category must be either aligned to the same AQF level outcomes, or aligned to one AQF level up or down from the level of the qualification.

The packaging of the units of competency complements, but does not infringe on the responsibilities and requirements of State and Territory based regulatory authorities. An individual seeking a qualification for a position covered by State or Territory regulatory requirements should check with the relevant Act and regulatory authority, the employer and the RTO providing the training and assessment, when selecting elective units of competency to complete a qualification.

Access, Equity and Cultural Diversity

The skills required of employees in the Forest and Forest Products Industry are comprehensive and many employment opportunities are available. The qualifications in this Training Package reflect the required range of competencies and are written in a non-exclusive manner so as to increase the participation rates of all equity and disadvantaged groups and to minimise unintentional bias.

The Forest and Forest Products Industry recognises the importance of access and equity and is committed to ensuring that access to employment and training is available regardless of gender, socio-economic background, disability, ethnic origin, age or race. Catering for differences may involve adapting the physical environment, equipment, and training and assessment materials for learners. An inclusive environment is one that acknowledges and values the variations between people and cultures. It recognises and embraces difference and provides the means by which all clients have the greatest opportunity to achieve their goals.

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact ForestWorks ISC.

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Forest and Forest Products Industry qualifications can be achieved via a variety of pathways and training delivery and assessment options. Possible pathways include:

- work-based training and assessment
- a mixture of institution-based training and assessment and work-based training and assessment
- recognition of prior learning and current competency (RPL/RCC)
- recognition of prior learning combined with further training, as required.

In considering pathways it is important to note that assessment for the issuing of an AQF qualification in some sectors of the Forest and Forest Products Industry may be conducted in the workplace or in a simulated situation where issues of safety and/or environmental damage are limiting factors. On-the-job assessment conducted in the workplace or in a simulated situation ensures that candidates can function effectively in the real work environment and that the competencies assessed are relevant to the work site or industry.

This Training Package provides open entry at each of the AQF levels. Open entry is available at all levels provided the prospective learner's general education and competency level is equivalent to the outcome of four to five years of secondary school. Additionally, entry levels provide an option for potential learners to choose a qualification suited to their needs while providing flexibility for recruitment action by employers. Entry into all qualifications is also available through progression from a lower level qualification, and Recognition of Prior Learning (RPL) arrangements.

Sector Qualifications

Entry-level qualification

The FPI1011 Certificate I in Forest and Forest Products is an 'entry-level' qualification within the Training Package to cover the basic entry level functions of an operator in the industry. These include core skills and knowledge relating to communication, working effectively in the industry, following environmental care and OHS procedures, and maintaining quality and product care.

Forest Growing and Management Sector

In general, jobs in this sector are focused at AQF levels 2 and 3 covering a range of activities from planting, weeding, pruning and pest management, to falling trees, fire management and construction and maintenance of roads. Two qualifications at these levels are provided for employees in the Forest Growing and Management sector:

- FPI20113 Certificate II in Forest Growing and Management, and
- FPI30113 Certificate III in Forest Growing and Management.

This sector also calls for higher level technical skills in forest management, with a natural progression to the FPI40111 Certificate IV in Forest Operations. This qualification provides a balance of supervisory functions together with technical skills in areas such as fire control, breeding and propagation, site establishment and maintenance, tree growing and maintenance.

Harvesting and Haulage Sector

Jobs in this sector are mainly focused at the operator level at AQF 3. The sector covers a range of activities from construction of roads and log-landings, plant and equipment operation, harvesting trees, to stump removal and segregating or sorting logs. Two qualifications at AQF levels 2 and 3 are provided for employees in the Harvesting and Haulage sector:

- FPI20213 Certificate II in Harvesting and Haulage, and
- FPI30213 Certificate III in Harvesting and Haulage.

A natural path for these operators is progression to the FPI40111 Certificate IV in Forest Operations which provides a balance of supervisory responsibilities together with technical skills in areas such as fire control, harvesting operations, machinery and equipment.

Sawmilling and Processing Sector

Jobs in this sector are focused at AQF levels 2 and 3 covering a range of activities from sawing logs, producing hardwood or softwood chips, kiln drying, conducting end matching and finger jointing operations, to weighing loads. Two qualifications at these levels are provided for employees in the Sawmilling and Processing sector:

- FPI20311 Certificate II in Sawmilling and Processing, and
- FPI30311 Certificate III in Sawmilling and Processing.

A natural path for these operators is progression to the FPI40211 Certificate IV in Timber Processing which provides a balance of supervisory responsibilities together with technical skills in areas such as grading and testing, timber treatment and drying, sawing operations and competitive manufacturing.

Wood Panel Products Sector

Jobs in this sector are focused at AQF levels 2 and 3 covering a range of activities from producing veneer, machining panel, laminating boards and assembling products, to chipping or flaking wood and cutting panels to profile. Two qualifications at these levels are provided for employees in the Wood Panel Products sector:

- FPI20411 Certificate II in Wood Panel Products, and
- FPI30411 Certificate III in Wood Panel Products.

A natural path for these operators is progression to the FPI40211 Certificate IV in Timber Processing which provides a balance of supervisory responsibilities together with technical skills in areas such as board and veneer production, timber products, timber treatment and drying, grading and testing and competitive manufacturing.

Timber Manufactured Products Sector

Jobs in this sector are focused at AQF levels 2 and 3 covering a range of activities from dressing boards and timber, cutting material using computer programmed machinery to assembling products. Two qualifications at these levels are provided for employees in the Timber Manufactured Products sector:

- FPI20511 Certificate II in Timber Manufactured Products, and
- FPI30511 Certificate III in Timber Manufactured Products.

A natural path for these operators is progression to the FPI40211 Certificate IV in Timber Processing which provides a balance of supervisory responsibilities together with technical skills in areas such as grading and testing, timber products, trusses and frames, logyard and material preparation and competitive manufacturing.

Additionally, qualifications designed specifically for the Truss and Frame sector of the industry now cover the complete range of jobs in both manufacture and design in this highly specialised area:

- FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture
- FPI30911 Certificate III in Timber Truss and Frame Design and Manufacture
- FPI40311 Certificate IV in Timber Truss and Frame Manufacture

- FPI40411 Certificate II in Timber Truss and Frame Design
- FPI50311 Diploma of Timber Truss and Frame Manufacture
- FPI50411 Diploma of Timber Truss and Frame Design

Timber Merchandising Sector

Jobs in this sector are focused at AQF levels 2 and 3 covering a range of activities from stock control, estimating and costing jobs, cutting and machining material and grading products, to sales and customer service. Two qualifications at these levels are provided for employees in the Timber Merchandising sector:

- FPI20611 Certificate II in Timber Merchandising, and
- FPI30611 Certificate III in Timber Merchandising.

A natural path for these operators is progression to the FPI40211 Certificate IV in Timber Processing which provides a balance of supervisory responsibilities together with technical skills in areas such as logyard and material preparation and retail.

Trades

There are two trade qualifications at the AQF 3 level. The FPI30711 Certificate III in Sawdoctoring provides specialist coverage of sawdoctoring competencies, for example hand sharpening knives and blades, welding, aligning sawing production systems and assessing and maintaining saw and cutter performance. This qualification will ensure the integrity of the sawdoctoring trade by maintaining an appropriate depth of knowledge and skills and level of technical competence in sawdoctoring.

The FPI30811 Certificate III in Woodmachining also provides some specialist coverage of sawdoctoring competencies, but has a focus on an in-depth knowledge of timber technology. Progression from the trades would naturally be to FPI40211 Certificate IV in Timber Processing.

Diploma Qualifications

The FPI50111 Diploma of Forest and Forest Products provides a management pathway for all qualifications within the Training Package. While there is a balance between technical and generic management outcomes within the qualification, there is an emphasis on management, for example in areas such as planning and managing inventory programs, genetic resources, propagation programs, native forest regeneration, product design and panel production.

Diploma qualifications for the Timber Truss and Frame:

FPI50311 Diploma of Timber Truss and Frame Manufacture

FPI50411 Diploma of Timber Truss and Frame Design

Advanced Diploma Qualification

The FPI60113 Advanced Diploma of Forest Industry Sustainability recognises the emerging needs of the industry to provide pathways and links to the higher education sector via graduate certificate or degree programs in forestry or environmental science such as the new Graduate Certificate in Timber (Processing and Building) at the Centre for Sustainable Architecture with Wood, University of Tasmania.

Introduction to the Industry

Introduction to the Industry

The Forest and Forest Products Industry covers a diverse range of activities from growing and management of plantation and native forest resources, through harvesting, sawmilling and processing, to the manufacture, merchandising and retailing of finished products.

The industry is characterised by a mix of small, medium and large enterprises. Some enterprises show a high degree of vertical integration, being involved in activities across the six industry sectors. The six industry sectors are:

- Forest Growing and Management
- Harvesting and Haulage
- Sawmilling and Processing
- Timber Manufactured Products
- Timber Merchandising
- Wood Panel Products.

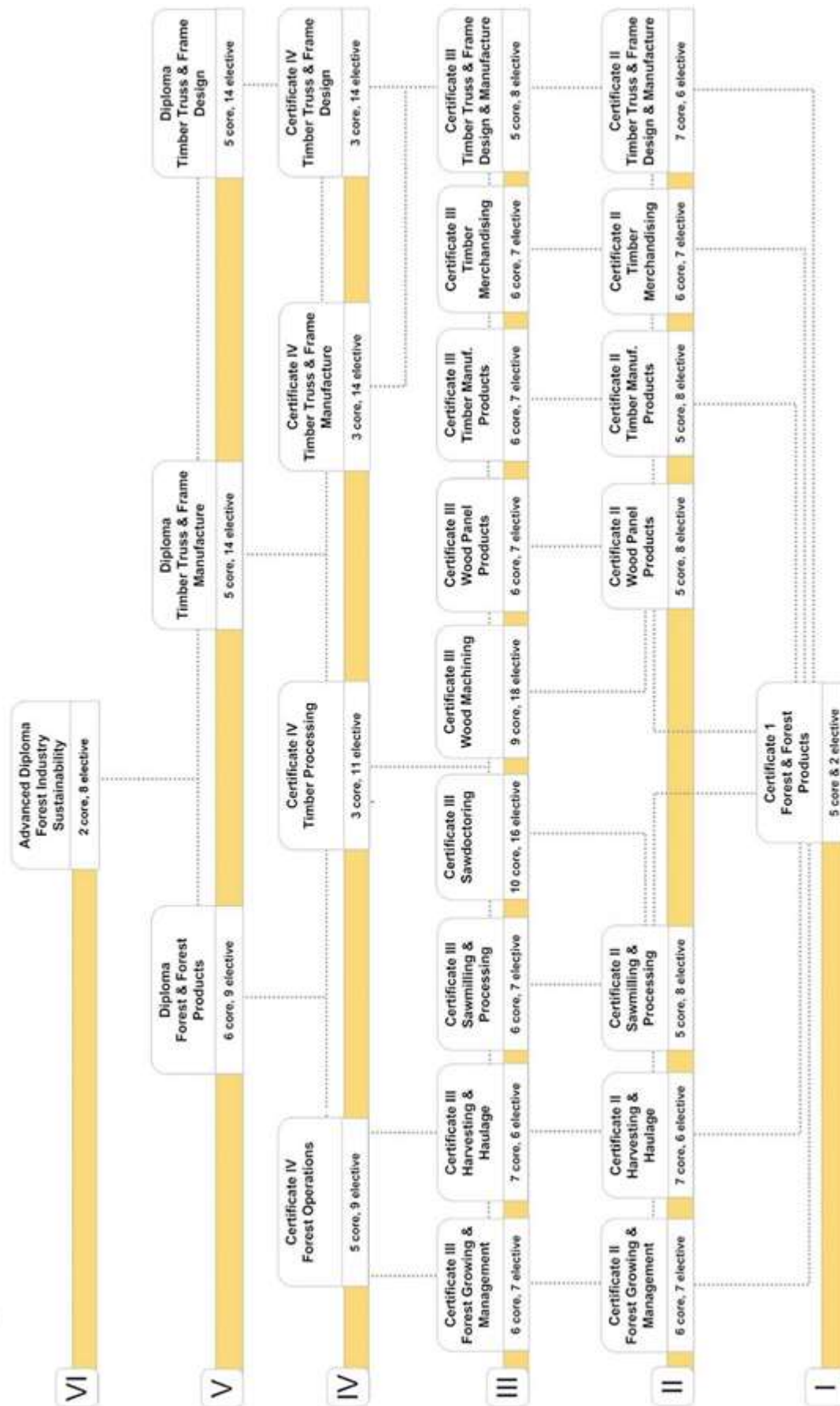
Skill Sets in this Training Package

Skill set for a boom delimber operator
Skill set for a crawler/dozer operator
Skill set for a feller buncher operator
Skill set for a forwarder operator
Skill set for a heavy production mobile chipper operator
Skill set for a loader operator
Skill set for a mechanical processor operator
Skill set for a native forest operator
Skill set for a plantation forest operator
Skill set for a single grip harvester operator
Skill set for a skidder operator
Skill set for an excavator operator
Skill set for fire salvage operations
Skill set for off road four wheel drive operations
Skill set for soil and water protection (roading)
Skill set for carbon accounting
Skill set for a forestry log truck driver
Skill set for a forestry produce truck driver
Skill set for a finger jointing grader operator
Skill set for a finger jointing moulder operator
Skill set for a finger jointing plant operator
Skill set for a finger jointing quality control tester
Skill set for forest and wood product innovation for leaders
Skill set for forest and wood product innovation for managers

Skill set for supporting forest and wood products innovation
Skill set for managing change in the forest and wood products industry
Skill set for forest and wood products industry stakeholder engagement
Skill set for supporting workplace engagement in forest and wood products
Skill set for leading business development in the forest and wood products industry
Skill set for managing business development in the forest and wood products industry
Skill set for supporting business development in the forest and wood products industry

Qualification Pathways

Pathways Chart - FPI11



Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- (b) assessment of knowledge and skills must be integrated with their practical application
- (c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration*.

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <www.aqf.edu.au>

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and DEEWR, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact <http://www.forestworks.com.au>.

Jurisdiction: Australian Capital Territory	
License/ Registration	Website Details
Boom-type elevating work platform (boom length 11m or more) Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator	ACT Office of Regulatory Services www.ors.act.gov.au
Pest Management Technician Fumigator	WorkCover New South Wales www.workcover.nsw.gov.au (ACT operators are licensed via this NSW department)
Jurisdiction: New South Wales	
License/ Registration	Website Details
Boom-type elevating work platform (boom length 11m or more) Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator Pest Management Technician Fumigator	WorkCover New South Wales www.workcover.nsw.gov.au
Shot Firer	Department of Mineral Resources www.minerals.nsw.gov.au
Forest Operator Licence: <ul style="list-style-type: none"> Chainsaw Operator Manual Tree Faller Machine Operator Truck Driver Log Grader/Segregator Harvesting Supervisor 	State Forests of NSW Forest Operator Licence information can be obtained by contacting your local NSW Department of Primary Industries (DPI) Office. Phone: 1300 655 687 See:

• Other Operator (Mechanic)	http://www.dpi.nsw.gov.au/aboutus/about/office
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Jurisdiction: Northern Territory	
License/ Registration	Website Details
Industrial truck (forklift) operation Shot firer	NT WorkSafe www.worksafe.nt.gov.au
Pest Control Operator Provisional Pest Control Operator	Northern Territory Department of Health and Community Services www.nt.gov.au/health
Jurisdiction: Queensland	
License/ Registration	Website Details
Operator of a boom type elevating work platform with a boom length of 11m or more Operator of a dozer Operator of an excavator (engine capacity of more than 2L) Operator of a fork lift truck (other than pedestrian operated) Operator of a front end loader (engine capacity of more than 2L) Operator of a front end loader/backhoe (engine capacity of more than 2L) Operator of a grader Operator of a roller (engine capacity of more than 2L) Operator of a skid steer loader (engine capacity of more than 2L) Operator of a scraper	Workplace Health and Safety NT www.deir.qld.gov.au
Shot Firer	Department of Mines and Energy www.dme.qld.gov.au/mines
Pest Management Technician	Queensland Health

Jurisdiction: Northern Territory	
	www.health.qld.gov.au
Jurisdiction: South Australia	
License/ Registration	Website Details
Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator Dozer	South Australia Workcover Corporation www.workcover.com
Blaster	SafeWork SA www.safework.sa.gov.au
Pest Controller Pest Management Technician	Environment Protection Authority www.epa.sa.gov.au
Jurisdiction: Tasmania	
License/ Registration	Website Details
Boom-type elevating work platform (boom length 11m or more) Forklift truck	Workplace Standards Tasmania www.wst.tas.gov.au
Forest Operator Licence: <ul style="list-style-type: none"> • Dozer • Traxcavator • Skidder • Excavator • Fulghum Log Handler • Loader Operator • Log grader/Segregator • Chainsaw Operator • Mechanical Harvesting • Cable Logging 	ForestWorks Tasmania Phone: (03) 6331 6077 See: http://www.forestworks.com.au/topics/7190.html
Pest Management Technician	Department of Primary Industries, Water and Environment

Jurisdiction: Northern Territory	
	www.dpiwe.tas.gov.au
Jurisdiction: Victoria	
License/ Registration	Website Details
Boom-type elevating work platform (boom length 11m or more) Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator	WorkSafe Victoria www.worksafe.vic.gov.au
Blasting explosives	Department of Primary Industries www.dpi.vic.gov.au
Timber Harvesting Operator's Licence: <ul style="list-style-type: none"> • Chainsaw Operator • Faller • Machine Operator • Truck Driver • Tree Climber 	Department of Sustainability and Environment Phone: 136 186 See: http://www.dse.vic.gov.au/forests/publications/forest-information-sheets/forest-operators-licence
Pest Management Technician Pest Management Trainee	Department of Human Services www.dhs.vic.gov.au
Jurisdiction: Western Australia	
License/ Registration	Website Details
Forklift operation (optional) Boom-type elevating work platform (boom length 11m or more)	Department of Consumer and Employment Protection (Worksafe) www.safetyline.wa.gov.au
Shot Firer	Department of Commerce www.commerce.wa.gov.au
Pest Management Technician	Department of Health

Jurisdiction: Northern Territory

Fumigator

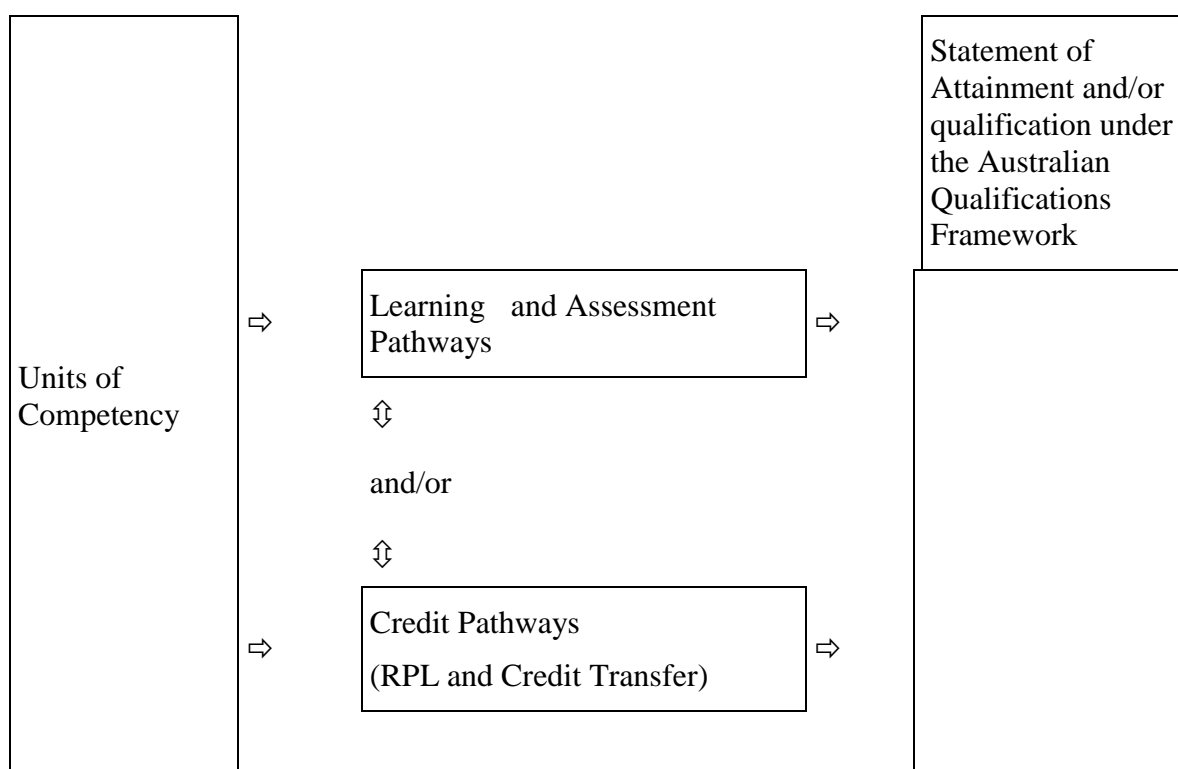
www.health.wa.gov.au

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;

- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.
-

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

- 1.4 Training and assessment are conducted by trainers and assessors who:
- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
 - b) have the relevant vocational competencies at least to the level being delivered or assessed, and
 - c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
 - d) continue to develop their Vocational Education and Training (VET) knowledge and

skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <www.ntis.gov.au>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

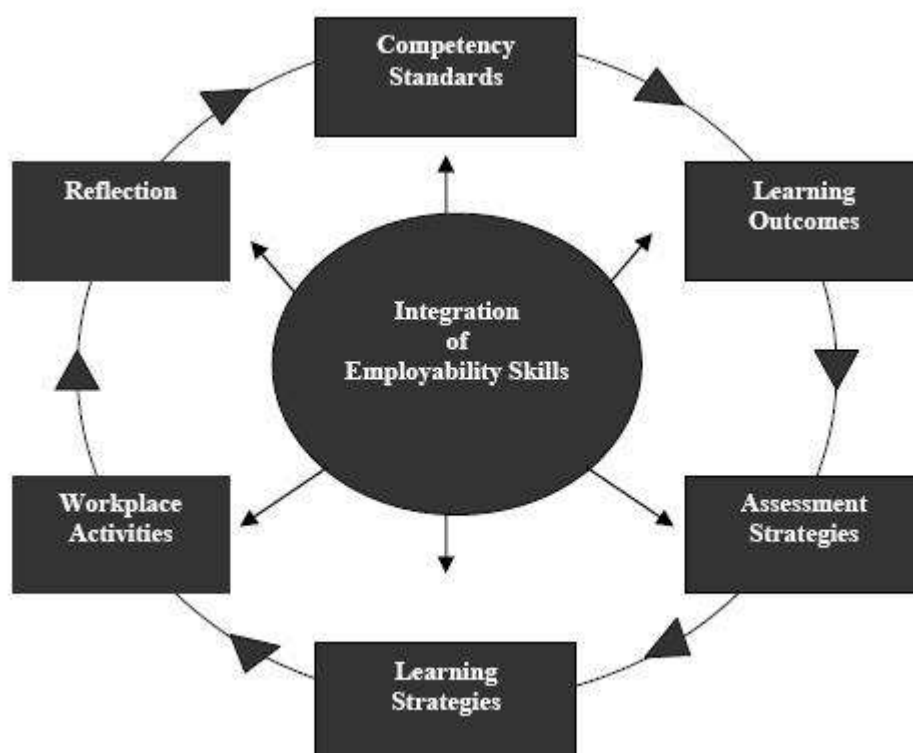
Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in

Forest and Forest Product Training Packages go to the ForestWorks ISC website at www.forestworks.com.au <http://www..>

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

ForestWorks ISC: www.forestworks.com.au <http://www.forestworks.com.au>

Technical and Vocational Education and
Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne
VIC 3150
PO Box 12211, A'Beckett Street Post Office,
Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact:

Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users' Guide to the Essential Standards for Registration –
<http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

<http://www.productservices.tvetaustralia.com.au/>

ForestWorks Ltd

PO Box 612

NORTH MELBOURNE VICTORIA 3051

Ph: 1800 177 001 or +61 3 9321 3500

Fax: +61 3 9326 7800

Email: forestworks@forestworks.com.au <http://www.forestworks.com.au>

Web: www.forestworks.com.au <http://www.forestworks.com.au>

Competency Standards

Competency Standards - Industry Contextualisation