Australian Government

FPP10 Pulp & Paper Manufacturing Industry Training Package

Release: 1.1

CONTENTS

ForestWorks Learning and Skill Development

Modification History

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1.1	01/06/11	**New Imported Units** The following units from FPI05 Forest and Forest Products Training Package have been added to the elective bank in FPP50110 Diploma of Pulp and Paper Process Management: • FPICOT6205A Prepare an enterprise carbon management report • FPICOR6201A Manage sustainability in the workplace • FPICOT5208A Build and maintain community relationships • FPICOT5207A Implement sustainability in the workplace • FPICOT6201A Manage community engagement
1.0	To be added once on NTIS	Primary release, replacing FPP01

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Preliminary Information

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 1, check whether this is the latest version by going to the National Training Information Service (*www.ntis.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.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1.0	To be added once on NTIS	Primary release, replacing FPP01

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How is this Training Package Different?

FPP10 is an overall improvement on the previous FPP01 Training Package as it:

- offers a new qualifications framework which increases application and flexibility for enterprises and individuals

- more accurately reflects the actual skills required by the workforce, both now and into the future
- addresses changed learner profiles by articulating current technology and updated learning environments within the training package
- includes a range of new competencies that are flexible enough to be customised to the specific needs of the enterprise
- provides learning and articulated pathways for the attainment of competencies and, ultimately, full qualifications
- accommodates the evolving and emerging needs of a diverse and changing industry
- has embedded sustainability skills within the competencies

The number of qualifications has been reduced from nine to seven and the structure has changed as follows:

- 'manufacturing' and 'services' qualifications have been replaced with:
    - Certificates II, III and IV in Pulping Operations
    - Certificates II, III and IV in Papermaking Operations
- services specialisations are now available via both pulping and papermaking operations qualifications as above.
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FPP01 Summary of changes

The number of qualifications has been reduced from nine to seven.
Separate 'manufacturing' and 'services' qualifications no longer exist and have been replaced by:

- Certificates II, III and IV in Pulping Operations
- Certificates II, III and IV in Papermaking Operations
- Services specialisations are now available via both pulping and papermaking operations qualifications as above

The two 'streams' of qualifications are necessary in the pulp and paper manufacturing industry. Some mills are pulp mills, some are paper mills, and some are both. The delineation between the two groupings of qualifications enables companies to clearly differentiate between the groupings of competencies based on the mills' operations.
The composition of qualifications is different, mainly regarding core units and new Support electives. The Support electives enable flexibility in the choice of what were, for the most part, 'core' units in the old (FPP01) Training Package. They support the industry specific elective units.
The Industry specific elective units are the 'lead' units that shape the qualification.
There are a few unit 'groups' that run across both types of operations – pulp *and* paper, so the corresponding units need to be included in both qualification 'streams' (Chemical recovery, Water services, Steam generation and Power generation). The co-located industry specialisations could have formed a separate grouping of qualifications, however in the interests of decreasing the number of qualifications overall **from nine to seven** qualifications, all streams have been 'relocated' to make more sense to industry, with some being co-located. Sustainability units are included, in line with government priorities on sustainability skills. A separate 'housekeeping' core unit is added at Certificate II.

A warehousing stream has been added and comprises relevant units taken from the Finishing and Converting industry specialisation.

The number of units of competency required for each qualification has been clearly stated, in line with government policy. The overall number of units in the new qualifications has increased to more accurately reflect work requirements in the industry.

As part of the Training Package review process, skills for sustainability have been incorporated into all FPP10 units in the following sections:

- Required knowledge
- Range statement/s
-

New FPP10 V.1. units

- FPPSUS210A Apply sustainable work practices/policies, packaged at Certificates II, III and IV
- FPPSUS510A Develop workplace policy and procedures for sustainability, at Diploma level

Imported units as electives - 'Support' skills

- MSACMT271A Use sustainable environmental practices
- MSACMT270A Use sustainable energy practices
- MSAENV472B Implement and monitor environmentally sustainable work practices

Code changes

Within each Training Package, each unit of competency has a unique code. 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. Unit codes are developed as follows:

- a typical code is made up of 10 characters, normally a mixture of uppercase letters and numbers, as in FPPNUM210A
- the first three characters signify the Training Package - FPP Pulp and Paper Manufacturing Industry Training Package in the above example
- the next three characters indicate an industry skill area - 'numeracy' in the above example
- the first numeric character indicates the AQF level where the unit of competency 'first appears' - Certificate II level in the above example
- the following two numeric characters identify the position in the sequence of the unit for that stream
- 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. All units within this new Training Package are coded 'A'

The upper case letters in the code for Pulp and Paper Units of Competency correspond to the industry skill area as follows:

FPP**CPP**   Coated paper processes

FPP**CPR**   Chemical preparation

FPP**CSK**   Computer skills

FPP**DEO**   Dry end operations

FPP**ENV**   Environmental monitoring

FPP**EPG**   Electrical power generation

FPP**FCO**   Finishing and converting

FPP**HWP**   Handling and preparing waste paper for pulp production

FPP**MHV**   Materials handling vehicles

FPP**NUM**   Numeracy

FPP**OHS**   Occupational health and safety

FPP**PLN**   Planning and organising

FPP**PRM**   Preventative maintenance

FPP**PRS**   Problem solving

FPP**PRV**   Production variations/operations

FPP**PUL**   Pulping operations

FPP**QAS**   Quality assurance

FPP**REC**   Chemical recovery operations

FPP**REL**   Relationship management

FPP**RES**   Primary resource operations

FPP**SPR**   Stock preparation operations

FPP**STM**   Steam generation

FPP**SUS**   Sustainability

FPP**WAR**   Warehousing and dispatch

FPP**WAS**   Water services

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FPP**WEO**   Wet end operations

FPP**WPO**   Waste paper operations

Mapping to Previous Training Package FPP01

Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
FPPCPP210A Monitor and control coated paper processes	FPPOLC3A Monitor and Control Coated Paper Systems Operation	Unit updated and **equivalent** to FPPOLC3A Monitor and Control Coated Paper Systems Operation	E
FPPCPP320A Prepare and start up coated paper processes	FPPOLC1B Prepare and Start-up Coated Paper Systems Operation	Unit updated and **equivalent** to FPPOLC1B Prepare and Start-up Coated Paper Systems Operation	E
FPPCPP330A Co-ordinate the shutdown of coated paper processes	FPPOLC4A Co-ordinate Coated Paper Systems Shutdown	Unit updated and **equivalent** to FPPOLC4A Co-ordinate Coated Paper Systems Shutdown	E
FPPCPP440A Troubleshoot and rectify coated paper processes	FPPOLC5A Troubleshoot and Rectify Coated Paper Systems	Unit updated and **equivalent** to FPPOLC5A Troubleshoot and Rectify Coated Paper Systems	E
FPPCPR210A Prepare chemical products	FPPCPR1A Prepare Chemicals	Unit updated but **not equivalent** to FPPCPR1A Prepare Chemicals	N
FPPCSK310A Operate process	FPPCSK2B Operate a process control computer system	Unit updated but **not equivalent** to FPPCSK2B Operate a	N

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
control equipment		process control computer system	
FPPDEO210A Monitor and control dry end operations	FPPDEO3A Monitor and Control Dry End Operations	Unit updated but **not equivalent** to FPPDEO3A Monitor and Control Dry End Operations	N
FPPDEO320A Prepare and start up dry end operations	FPPDEO1B Prepare and Start-up Dry End Operations	Unit updated and **equivalent** to FPPDEO1B Prepare and Start-up Dry End Operations	E
FPPDEO330A Co-ordinate and implement dry end shutdown	FPPDEO5A Co-ordinate and Implement Dry End Shutdown	Unit updated and **equivalent** to FPPDEO5A Co-ordinate and Implement Dry End Shutdown	E
FPPDEO440A Troubleshoot and rectify dry end systems	FPPDEO4A Troubleshoot and Rectify Dry End Systems	Unit updated and **equivalent** to FPPDEO4A Troubleshoot and Rectify Dry End Systems	E
FPPENV210A Identify and monitor environmental discharges/emissions	FPPENV1A Identify and Monitor Environmental Discharges/Emissions	Unit updated and **equivalent** to FPPENV1A Identify and Monitor Environmental Discharges/Emissions	E
FPPENV320A Monitor and control environmental hazards	FPPENV2A Monitor and Control Environmental Hazards	Unit updated and **equivalent** to FPPENV2A Monitor and Control Environmental Hazards	E
FPPEPG210A Monitor and control power	FPPEPG2A Monitor and Control Power Generation System	Unit updated and **equivalent** to FPPEPG2A Monitor	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
generation system		and Control Power Generation System	
FPPEPG320A Manage a power generation system startup	FPPEPG1A Manage a Power Generation System Start-up	Unit updated and **equivalent** to FPPEPG1A Manage a Power Generation System Start-up	E
FPPEPG330A Co-ordinate power generation system shutdown	FPPEPG3A Co-ordinate Power Generation System Shutdown	Unit updated and **equivalent** to FPPEPG3A Co-ordinate Power Generation System Shutdown	E
FPPEPG440A Troubleshoot and rectify power generation system	FPPEPG5A Troubleshoot and Rectify Power Generation System	Unit updated and **equivalent** to FPPEPG5A Troubleshoot and Rectify Power Generation System	E
FPPFCO210A Monitor, control and shut down finishing and converting operations	FPPFCO2A Monitor and Control Finishing/Converting Systems Operation	Unit updated but **not equivalent** to FPPFCO2A Monitor and Control Finishing/Converting Systems Operations	N
FPPFCO320A Prepare and start up finishing/converting operations	FPPFCO1A Prepare Finishing/Converting Systems for Production	Unit updated but **not equivalent** to FPPFCO1A Prepare Finishing/Converting Systems for Production	N
FPPFCO340A Troubleshoot and rectify finishing and converting systems	FPPFCO4A Troubleshoot and Rectify Finishing and Converting Systems	Unit updated and **equivalent** to FPPFCO4A Troubleshoot and Rectify Finishing and Converting Systems	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
FPPHWP250A Store and dispatch waste paper	FPPHWP6A Store and Despatch Blocks	Unit updated but **not equivalent** to FPPHWP6A Store and Despatch Blocks	N
FPPHWP260A Receive waste paper	FPPHWP1A Receive Waste Paper	Unit updated and **equivalent** to FPPHWP1A Receive Waste Paper	E
FPPHWP270A Unload waste paper	FPPHWP2A Unload Waste Paper	Unit updated and **equivalent** to FPPHWP2A Unload Waste Paper	E
FPPMHV210A Operate overhead crane	FPPMHV2A Operate Overhead Crane	Unit updated but **not equivalent** to FPPMHV2A Operate Overhead Crane	N
FPPNUM210A Estimate and calculate basic data	FPPNUM1A Estimate and Calculate Basic Data	Unit updated but **not equivalent** to FPPNUM1A Estimate and Calculate Basic Data	N
FPPNUM320A Measure and calculate routine workplace data		New unit - **no equivalent** in FPP01	
FPPNUM430A Calculate and analyse production and financial performance	FPPNUM4A Calculate and Analyse Production and Financial Performance	Unit updated and **equivalent** to FPPNUM4A Calculate and Analyse Production and Financial Performance	E
FPPOHS210A Participate in OHS processes		New unit - **no equivalent** in FPP01	

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
FPPOHS310A Contribute to OHS processes		New unit - **no equivalent** in FPP01	
FPPOHS320A Maintain OHS processes		New unit - **no equivalent** in FPP01	
FPPOHS410A Identify, assess and control OHS risk in own work		New unit - **no equivalent** in FPP01	
FPPOHS420A Manage OHS processes		New unit - **no equivalent** in FPP01	
FPPPLN210A Plan and undertake a routine task	FPPPLN1A Plan and Undertake a Routine Task	Unit updated and **equivalent** to FPPPLN1A Plan and Undertake a Routine Task	E
FPPPLN420A Plan a complex activity	FPPPLN3A Plan a Complex Activity	Unit updated and **equivalent** to FPPPLN3A Plan a Complex Activity	E
FPPPRM210A Undertake operator level preventative maintenance	FPPPRM1B Operator Level Preventative Maintenance	Unit updated but **not equivalent** to FPPPRM1B Operator Level Preventative Maintenance	N
FPPPRM220A Perform lubrication		New unit - **no equivalent** in FPP01	
FPPPRS210A Identify and rectify problems in	FPPPRS1A Solve Problems in the Workplace (basic)	New unit - **no equivalent** in FPP01	

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
the workplace			
FPPPRS320A Solve systemic problems in the workplace	FPPPRS2A Solve Problems in the Workplace (advanced)	New unit - **no equivalent** in FPP01	
FPPPRV210A Operate ancillary equipment		New unit - **no equivalent** in FPP01	
FPPPRV320A Co-ordinate and direct clothing changes		New unit - **no equivalent** in FPP01	
FPPPUL210A Monitor and control pulping operations	FPPPUL3A Monitor and Control Pulping Operations	Unit updated and **equivalent** to FPPPUL3A Monitor and Control Pulping Operations	E
FPPPUL250A Store and distribute pulped product	FPPPUL6A Store and Distribute Pulped Product	Unit updated and **equivalent** to FPPPUL6A Store and Distribute Pulped Product	E
FPPPUL320A Prepare and start up pulping system operations	FPPPUL1B Prepare and Start-up Pulping System Operations	Unit updated and **equivalent** to FPPPUL1B Prepare and Start-up Pulping System Operations	E
FPPPUL330A Co-ordinate and implement pulping plant shutdowns	FPPPUL5A Co-ordinate and Implement Pulping Plant Shutdowns	Unit updated and **equivalent** to FPPPUL5A Co-ordinate and Implement Pulping Plant Shutdowns	E
FPPPUL440A	FPPPUL4A Troubleshoot and Rectify Pulping	Unit updated and	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
Troubleshoot and rectify pulping processes	Systems	**equivalent** to FPPPUL4A Troubleshoot and Rectify Pulping Systems	
FPPQAS210A Apply basic quality practices	FPPQAS1B Apply Basic Quality Assurance Practices	Unit updated but **not equivalent** to FPPQAS1B Apply Basic Quality Assurance Practices	N
FPPQAS420A Co-ordinate in-process quality assurance	FPPQAS3A Co-ordinate In-Process Quality Assurance	Unit updated and **equivalent** to FPPQAS3A Co-ordinate In-Process Quality Assurance	E
FPPQAS430A Oversee quality assurance process	FPPQAS4A Oversee Quality Assurance Process	Unit updated and **equivalent** to FPPQAS4A Oversee Quality Assurance Process	E
FPPREC210A Monitor and control chemical recovery operations	FPPREC3A Monitor and Optimise Chemical Recovery Operations	Unit updated but **not equivalent** to FPPREC3A Monitor and Optimise Chemical Recovery Operations	N
FPPREC320A Prepare and start up chemical recovery operations	FPPREC1B Prepare and Start-up Chemical Recovery Operations	Unit updated and **equivalent** to FPPREC1B Prepare and Start-up Chemical Recovery Operations	E
FPPREC330A Co-ordinate and implement chemical recovery	FPPREC5A Manage Chemical Recovery Plant Shutdowns	Unit updated and **equivalent** to FPPREC5A Manage Chemical Recovery Plant Shutdowns	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
shutdowns			
FPPREC440A Troubleshoot and rectify chemical recovery operations	FPPREC4A Troubleshoot and Rectify Chemical Recovery Systems	Unit updated and **equivalent** to FPPREC4A Troubleshoot and Rectify Chemical Recovery Systems	E
FPPREL210A Contribute to effective working relationships		New unit - **no equivalent** in FPP01	
FPPRES210A Prepare and operate the woodchip production system	FPPRES5A Operate the Woodchip Production System	Unit updated but **not equivalent** to FPPRES5A Operate the Woodchip Production System	N
FPPRES250A Distribute woodchips	FPPRES8A Distribute Woodchips	Unit updated and **equivalent** to FPPRES8A Distribute Woodchips	E
FPPRES260A Receive Materials	FPPRES1A Receive Materials	Unit updated and **equivalent** to FPPRES1A Receive Materials	E
FPPRES270A Unload Materials	FPPRES2A Unload Materials	Unit updated and **equivalent** to FPPRES2A Unload Materials	E
FPPRES340A Troubleshoot and rectify primary resource operations	FPPRES9A Troubleshoot and Rectify Resource Handling Systems	Unit updated but **not equivalent** to FPPRES9A Troubleshoot and Rectify Resource Handling Systems	N
FPPSPR210A Monitor and	FPPSPR3A Monitor and Control Stock and Chemical Preparation Systems	Unit updated but **not equivalent** to	N

Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
control stock preparation systems		FPPSPR3A Monitor and Control Stock and Chemical Preparation Systems	
FPPSPR320A Prepare and start up stock preparation system for production	FPPSPR1B Prepare and Start-up Stock & Chemical System for Production	Unit updated and **equivalent** to FPPSPR1B Prepare and Start-up Stock & Chemical System for Production	E
FPPSPR330A Co-ordinate and implement stock preparation system shutdown	FPPSPR5A Co-ordinate and Implement Stock and Chemical Preparation System Shutdown	Unit updated and **equivalent** to FPPSPR5A Co-ordinate and Implement Stock and Chemical Preparation System Shutdown	E
FPPSPR440A Troubleshoot and rectify stock preparation systems	FPPSPR4A Troubleshoot and Rectify Stock and Chemical Preparation Systems	Unit updated but **not equivalent** to FPPSPR4A Troubleshoot and Rectify Stock and Chemical Preparation Systems.	N
FPPSTM210A Monitor and control boiler operation	FPPSTM2A Monitor and Control Boiler Operation	Unit updated but **not equivalent** to FPPSTM2A Monitor and Control Boiler Operation	N
FPPSTM320A Manage steam boiler startup	FPPSTM1A Manage Steam Boiler Start-up	Unit updated and **equivalent** to FPPSTM1A Manage Steam Boiler Start-up	E
FPPSTM330A Shut down and bank steam boiler	FPPSTM3A Shutdown and Store Steam Boiler	Unit updated and **equivalent** to FPPSTM3A Shutdown and Store Steam Boiler	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
FPPSTM440A Troubleshoot and rectify boiler plant systems	FPPSTM4A Troubleshoot and Rectify Boiler Plant Systems	Unit updated and **equivalent** to FPPSTM4A Troubleshoot and Rectify Boiler Plant Systems	E
FPPSUS210A Apply sustainable work practices/policies		New unit - **no equivalent** in FPP01	
FPPSUS510A Develop workplace policy and procedures for sustainability		New unit - **no equivalent** in FPP01	
FPPWAR250A Store product	FPPFCO5B Store Product	Unit updated and **equivalent** to FPPFCO5B Store Product	E
FPPWAR255A Prepare and dispatch product	FPPFCO6B Prepare and Dispatch Product	Unit updated but **not equivalent** to FPPFCO6B Prepare and Dispatch Product	N
FPPWAR280A Warehouse product packaging	FPPFCO3B Package Product	Unit updated but **not equivalent** to FPPFCO3B Package Product	N
FPPWAS210A Operate water systems	FPPWAS1A Manage Water System Start-up	Unit updated but **not equivalent** to FPPWAS1A Manage Water System Start-up	N
FPPWAS340A Troubleshoot and rectify	FPPWAS9ATroubleshoot and Rectify Water Systems	Unit updated and **equivalent** to FPPWAS9ATroubleshoot and Rectify Water	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit	
water systems		Systems	
FPPWEO210A Monitor and control wet end operations	FPPWEO3A Monitor and Control Wet End Operations	Unit updated but **not equivalent** to FPPWEO3A Monitor and Control Wet End Operations	N
FPPWEO320A Prepare and start up wet end operations	FPPWEO1B Prepare and Start-up Wet End Operations	Unit updated and **equivalent** to FPPWEO1B Prepare and Start-up Wet End Operations	E
FPPWEO330A Co-ordinate and implement wet end shutdown	FPPWEO5A Co-ordinate and Implement Wet End Shutdown	Unit updated and **equivalent** to FPPWEO5A Co-ordinate and Implement Wet End Shutdown	E
FPPWEO440A Troubleshoot and rectify wet end systems	FPPWEO4A Troubleshoot and Rectify Wet End Systems	Unit updated but **not equivalent** to FPPWEO4A Troubleshoot and Rectify Wet End Systems	N
FPPWPO210A Monitor and control waste paper operations	FPPWPO3A Monitor and Control Waste Paper Plant Operations	Unit updated and **equivalent** to FPPWPO3A Monitor and Control Waste Paper Plant Operations	E
FPPWPO320A Prepare and start up waste paper operations	FPPWPO1B Prepare and Start-up Waste Paper Operations	Unit updated and **equivalent** to FPPWPO1B Prepare and Start-up Waste Paper Operations	E
FPPWPO330A Co-ordinate and implement waste paper	FPPWPO5A Co-ordinate and Implement Waste Paper Plant Shutdown	Unit updated and **equivalent** to FPPWPO5A Co-ordinate and Implement Waste	E

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Updated unit code and title FPP10		Previous FPP01 unit	Relationship to FPP01 unit	
shutdown			Paper Plant Shutdown	
FPPWPO440A Troubleshoot and rectify waste paper operations	FPPWPO4A Troubleshoot and Rectify Waste Paper Plant Systems		Unit updated and **equivalent** to FPPWPO4A Troubleshoot and Rectify Waste Paper Plant Systems	E

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Updated unit code and title FPP10	Previous FPP01 unit	Relationship to FPP01 unit
Deleted FPP units		
	FPPAID1A Apply Basic First Aid Techniques	Unit deleted and replaced with HLTFA301B Apply first aid
	FPPAID2A Administer First Aid Procedures	Unit deleted and replaced with MSAPMOHS220A Provide initial first aid response
	FPPCOM1A Use Basic Workplace Communication	Unit deleted and replaced with BSBCMM101A Apply basic communication skills
	FPPCOM2A Present Verbal and Written Workplace Information	Unit deleted and replaced with BSBCMM201A Communicate in the workplace
	FPPCOM3A Use Advanced Workplace Communication	Unit deleted and replaced with TLIE607D Collect, analyse and present workplace data and information
	FPPCOM4A Engage in Complex Workplace Communication	Unit deleted and replaced with TLIE607D Collect, analyse and present workplace data and information
	FPPCSK1A Access and Modify Computer Records and Documents	Unit deleted and replaced with MSAPMOPS212A Use enterprise computer or data systems

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Updated unit Previous FPP01 unit code and title FPP10 Deleted FPP units		Relationship to FPP01 unit
	FPPEME1A Prepare Equipment for an Emergency Response	Unit deleted and replaced with PMAOHS211B Prepare equipment for emergency response
	FPPEME2B Respond to an Emergency Situation	Unit deleted and replaced with MSAPMOHS110A Follow emergency response procedures
	FPPEPG4A Conduct a Technical Inspection of Power Generation Plant and Equipment	Unit deleted – **no equivalent** in FPP10
	FPPHTL1B Use Hand Held Tools	Unit deleted and replaced with MEM18001C Use hand tools
	FPPHWP3A Set Up and Operate Sorting/Pressing Line	Unit deleted – **no equivalent** in FPP10
	FPPHWP4A Manage System Shutdowns	Unit deleted and incorporated into existing shutdown units
	FPPHWP5A Conduct Paper Grade Quality Assessments	Unit deleted – **no equivalent** in FPP10
	FPPMHV1A Operate Materials Handling Vehicles and Equipment	Unit deleted and various TLI units imported to cover specialist areas
	FPPNUM2A Measure and Calculate Routine Information	Unit deleted and content incorporated in FPPNUM210A Estimate and Calculate Basic Data
	FPPNUM3A Calculate basic performance measures	Unit deleted and content incorporated in FPPNUM210A Estimate and calculate basic data
	FPPOHS1A Follow defined OH&S procedures	Unit deleted – **no equivalent** in FPP10
	FPPOHS2B Implement and monitor OH&S policies and procedures within the work	Unit deleted – **no equivalent** in FPP10

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Updated unit Previous FPP01 unit code and title FPP10		Relationship to FPP01 unit
Deleted FPP units		
	area	
	FPPOHS3B Maintain and evaluate OH&S system	Unit deleted – **no equivalent** in FPP10
	FPPOHS4A Establish OH&S system	Unit deleted- **no equivalent** in FPP10
	FPPPLN2A Plan a Complete Activity	Unit deleted and replaced with MEM14005A Plan a complete activity and MEM30020A Develop and manage a plan for a simple manufacturing related project
	FPPPRS3A Troubleshoot and Rectify Pulp and Paper Systems	Unit deleted – **no equivalent** in FPP10
	FPPQAS2A Maintain Quality in Section/Sub-System	Unit deleted and replaced with MSACMT251A Apply quality standards
	FPPREC6A Store and Distribute Processed Chemicals	Unit deleted – **no equivalent** in FPP10
	FPPRES3A Prepare Woodchip Line for production	Unit deleted and content incorporated in FPPRES210A Prepare and operate the woodchip production system
	FPPRES4A Prepare Logs for Chip Production	Unit deleted and content incorporated in FPPRES210A Prepare and operate the woodchip production system
	FPPRES6A Conduct Woodchip Quality Assessments	Unit deleted – **no equivalent** in FPP10
	FPPRES7A Co-ordinate System Shutdown	Unit deleted and content incorporated in FPPRES210A Prepare and operate the woodchip production system
	FPPWAS8A Manage Water System Shutdown	Unit deleted and content incorporated in FPPWAS210A Operate water systems

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Overview

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 Quality Council (NQC).

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.

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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 XYZ08. 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 XYZ10108. Qualification codes are developed as follows:

- 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. 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. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in FPPSTM330A Shut down and bank steam boiler;
- the first three characters signify the Training Package FPP 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.
-

Training Package, Qualification and Unit of Competency Titles

ForestWorks Learning and Skill Development

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 Packages 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:

FPP30110 Certificate III in Pulping Operations

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:

FPPPUL320A Prepare and start up pulping system operations

Introduction to FPP10 Version 1

Introduction to FPP10 Version 1

Industry profile

The pulp and paper sector manufactures pulp and a wide range of paper and paper products within the following main categories: printing and communications paper, newsprint, packaging and industrial paper and tissue products. These products are produced using pulp from both Australian paper recycling and wood sources, with some pulp imported to supplement domestic supply.

The sector is highly concentrated with employment being based in twenty major operating mills predominately located across the lower South Australian-Victorian border, central Victoria and Tasmania, as well as across New South Wales and South-East Queensland. It directly employs approximately 4000 people and up to 15 000 employees in downstream activities such as converting and other remanufacturing, many of whom work in rural and regional areas. Critical skills of workers in this sector are required to facilitate continuous operation of complex equipment and processes across multiple technologies and also include troubleshooting and rectification of systems and processes.

List of AQF Qualifications

List of AQF Qualifications

Qualification Code	Title
FPP20110	Certificate II in Pulping Operations
FPP20210	Certificate II in Papermaking Operations
FPP30110	Certificate III in Pulping Operations
FPP30210	Certificate III in Papermaking Operations
FPP40110	Certificate IV in Pulping Operations
FPP40210	Certificate IV in Papermaking Operations
FPP50110	Diploma of Pulp and Paper Process Management

          ForestWorks Learning and Skill Development

Units of Competency FPP10

Unit Code	Unit Title
FPPCPP210A	Monitor and control coated paper processes
FPPCPP320A	Prepare and start up coated paper processes
FPPCPP330A	Co-ordinate the shutdown of coated paper processes
FPPCPP440A	Troubleshoot and rectify coated paper processes
FPPCPR210A	Prepare chemical products
FPPCSK310A	Operate process control equipment
FPPDEO210A	Monitor and control dry end operations
FPPDEO320A	Prepare and start up dry end operations
FPPDEO330A	Co-ordinate and implement dry end shutdown
FPPDEO440A	Troubleshoot and rectify dry end systems
FPPENV210A	Identify and monitor environmental discharges/emissions
FPPENV320A	Monitor and control environmental hazards
FPPEPG210A	Monitor and control power generation system
FPPEPG320A	Manage a power generation system startup
FPPEPG330A	Co-ordinate power generation system shutdown
FPPEPG440A	Troubleshoot and rectify power generation system
FPPFCO210A	Monitor, control and shut down finishing and converting operations
FPPFCO320A	Prepare and start up finishing and converting operations
FPPFCO340A	Troubleshoot and rectify finishing and converting systems
FPPHWP250A	Store and dispatch waste paper
FPPHWP260A	Receive waste paper

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Unit Code	Unit Title
FPPHWP270A	Unload waste paper
FPPMHV210A	Operate overhead crane
FPPNUM210A	Estimate and calculate basic data
FPPNUM320A	Measure and calculate routine workplace data
FPPNUM430A	Calculate and analyse production and financial performance
FPPOHS210A	Participate in OHS processes
FPPOHS310A	Contribute to OHS processes
FPPOHS320A	Maintain OHS processes
FPPOHS410A	Identify, assess and control OHS risk in own work
FPPOHS420A	Manage OHS processes
FPPPLN210A	Plan and undertake a routine task
FPPPLN420A	Plan a complex activity
FPPPRM210A	Undertake operator level preventative maintenance
FPPPRM220A	Perform lubrication
FPPPRS210A	Identify and rectify problems in the workplace
FPPPRS320A	Solve systemic problems in the workplace
FPPPRV210A	Operate ancillary equipment
FPPPRV320A	Co-ordinate and direct clothing changes
FPPPUL210A	Monitor and control pulping operations
FPPPUL250A	Store and distribute pulped product
FPPPUL320A	Prepare and start up pulping system operations
FPPPUL330A	Co-ordinate and implement pulping plant shutdowns
FPPPUL440A	Troubleshoot and rectify pulping processes
FPPQAS210A	Apply basic quality practices

ForestWorks Learning and Skill Development

Unit Code	Unit Title
FPPQAS420A	Co-ordinate in-process quality assurance
FPPQAS430A	Oversee quality assurance process
FPPREC210A	Monitor and control chemical recovery operations
FPPREC320A	Prepare and start up chemical recovery operations
FPPREC330A	Co-ordinate and implement chemical recovery shutdowns
FPPREC440A	Troubleshoot and rectify chemical recovery operations
FPPREL210A	Contribute to effective working relationships
FPPRES210A	Prepare and operate the woodchip production system
FPPRES250A	Distribute woodchips
FPPRES260A	Receive materials
FPPRES270A	Unload materials
FPPRES340A	Troubleshoot and rectify primary resource operations
FPPSPR210A	Monitor and control stock preparation systems
FPPSPR320A	Prepare and start up stock preparation system for production
FPPSPR330A	Co-ordinate and implement stock preparation system shutdown
FPPSPR440A	Troubleshoot and rectify stock preparation systems
FPPSTM210A	Monitor and control boiler operation
FPPSTM320A	Manage steam boiler startup
FPPSTM330A	Shut down and bank steam boiler
FPPSTM440A	Troubleshoot and rectify boiler plant systems
FPPSUS210A	Apply sustainable work practices/policies
FPPSUS510A	Develop workplace policy and procedures for sustainability
FPPWAR250A	Store product
FPPWAR255A	Prepare and dispatch product

ForestWorks Learning and Skill Development

Unit Code	Unit Title
FPPWAR280A	Warehouse product packaging
FPPWAS210A	Operate water systems
FPPWAS340A	Troubleshoot and rectify water systems
FPPWEO210A	Monitor and control wet end operations
FPPWEO320A	Prepare and start up wet end operations
FPPWEO330A	Co-ordinate and implement wet end shutdown
FPPWEO440A	Troubleshoot and rectify wet end systems
FPPWPO210A	Monitor and control waste paper operations
FPPWPO320A	Prepare and start up waste paper operations
FPPWPO330A	Co-ordinate and implement waste paper shutdown
FPPWPO440A	Troubleshoot and rectify waste paper operations

ForestWorks Learning and Skill Development

Imported Units of Competency FPP10

Code	Title
BSBADM405B	Organise meetings
BSBADM502B	Manage meetings
BSBAUD501B	Initiate a quality audit
BSBCMM101A	Apply basic communication skills
BSBCMM201A	Communicate in the workplace
BSBCMM401A	Make a presentation
BSBFIM501A	Manage budgets and financial plans
BSBFLM305C	Support operational plan
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBFLM312C	Contribute to team effectiveness
BSBLED501A	Develop a workplace learning environment
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBMGT608C	Manage innovation and continuous improvement
BSBOHS401B	Contribute to the implementation of a systematic approach to managing OHS
BSBOHS402B	Contribute to the implementation of the OHS consultation process
BSBOHS403B	Identify hazards and assess OHS risks
BSBOHS404B	Contribute to the implementation of strategies to control OHS risk
BSBOHS405B	Contribute to the implementation of emergency procedures
BSBOHS406C	Use equipment to conduct workplace monitoring

ForestWorks Learning and Skill Development

Code	Title
BSBOHS407A	Monitor a safe workplace
BSBOHS408A	Assist with compliance with OHS and other laws
BSBPMG510A	Manage projects
BSBREL401A	Establish networks
BSBRES401A	Analyse and present research information
BSBRSK401A	Identify risk and apply risk management processes
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR501B	Manage personal work priorities and professional development
BSBWOR502B	Ensure team effectiveness
BSBWRK402A	Empower workers
BSBWRK403A	Communicate with workers
BSBWRK404A	Promote equality of opportunity and fair treatment for all workers
BSBWRK406A	Participate in the bargaining process
BSBWRK407A	Provide advice to union members
BSBWRK408A	Undertake negotiations
BSBWRK409A	Prepare for and participate in dispute resolution
BSBWRK506A	Coordinate research and analysis
CPPSEC2011A	Control access to and exit from premises
CPPSEC2015A	Patrol premises
CPPSEC3007A	Maintain security of environment
HLTFA301B	Apply first aid
MEM09002B	Interpret technical drawing
MEM11016B	Order materials

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Code	Title
MEM12023A	Perform engineering measurements
MEM12024A	Perform computations
MEM14005A	Plan a complete activity
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEM18003C	Use tools for precision work
MEM18006C	Repair and fit engineering components
MEM18007B	Maintain and repair mechanical drives and mechanical transmission assemblies
MEM18009B	Perform levelling and alignment of machines and engineering components
MEM18010C	Perform equipment condition monitoring and recording
MEM18011C	Shut down and isolate machines/equipment
MEM18055B	Dismantle, replace and assemble engineering components
MEM30020A	Develop and manage a plan for a simple manufacturing related project
MSACMC411A	Lead a competitive manufacturing team
MSACMS400A	Implement a competitive manufacturing system
MSACMS401A	Ensure process improvements are sustained
MSACMT220A	Apply quick changeover procedures
MSACMT230A	Apply cost factors to work practices
MSACMT240A	Apply 5S procedures in a manufacturing environment
MSACMT250A	Monitor process capability
MSACMT251A	Apply quality standards
MSACMT270A	Use sustainable energy practices

         ForestWorks Learning and Skill Development

Code	Title
MSACMT271A	Use sustainable environmental practices
MSACMT281A	Contribute to the application of a proactive maintenance strategy
MSACMT432A	Analyse manual handling processes
MSACMT440A	Lead 5S in a manufacturing environment
MSACMT451A	Mistake proof a production process
MSACMT452A	Apply statistics to processes in manufacturing
MSACMT671A	Develop and manage sustainable environmental practices
MSAENV472B	Implement and monitor environmentally sustainable work practices
MSAPMOHS110A	Follow emergency response procedures
MSAPMOHS220A	Provide initial first aid response
MSAPMOPS212A	Use enterprise computers or data systems
MSAPMSUP101A	Clean workplace or equipment
MSAPMSUP382A	Provide coaching/mentoring in the workplace
MSAPMSUP400A	Develop and monitor quality systems
MSL904001A	Perform standard calibrations
MSL973001A	Perform basic tests
PMAOHS211B	Prepare equipment for emergency response
PSPPM402B	Manage simple projects
TAAASS501B	Lead and coordinate assessment systems and services
TAATAS501B	Undertake organisational training needs analysis
TAADES502B	Design and develop learning resources
TAEASS301A	Contribute to assessment
TAEASS401A	Plan assessment activities and processes

ForestWorks Learning and Skill Development

Code	Title
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation
TAEASS502A	Design and develop assessment tools
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace
TAEDES401A	Design and develop learning programs
TAEDES402A	Use training packages and accredited courses to meet client needs
TAETAS501A	Undertake organisational training needs analysis
TLIA1207C	Pick and process orders
TLIA1607C	Use inventory systems to organise stock control
TLIA2207C	Participate in stocktakes
TLID1007C	Operate a forklift
TLID107C	Shift materials safely using manual handling methods
TLID1107C	Conduct specialised forklift operations
TLID1307C	Move materials mechanically using automated equipment
TLID207C	Shift a load using manually-operated equipment
TLID2407C	Use specialised liquid bulk transfer equipment (gravity/pressurised)
TLID307E	Handle dangerous goods/hazardous substances
TLID3107C	Rig load
TLID3507C	Operate a boom type elevating work platform
TLID407C	Load and unload goods/cargo

        ForestWorks Learning and Skill Development

Code	Title
TLID707C	Prepare cargo for transfer with slings
TLIE607D	Collect, analyse and present workplace data and information
UEPOPS341A	Shut down a steam turbine
UEPOPS411A	Run up a steam turbine
FPICOT6205A	Prepare an enterprise carbon management report
FPICOT5208A	Build and maintain community relationships
FPICOT5207A	Implement sustainability in the workplace
FPICOT6201A	Manage community engagement
FPICOR6201A	Manage sustainability in the workplace

Unit Code	Unit Title	ISC
	Business Services Training Package	**BSB07**
	Property Services Training Package	**CPP07**
	Health Training Package	**HLT07**
	Metal and Engineering Training Package	**MEM05**
	Manufacturing Qualifications	**MSA07**
	Laboratory Operations Training Package	**MSL09**
	Laboratory Operations Training Package	**PMA08**
	Public Sector Training Package	**PSP04**
	Training and Education Training Package	**TAE10**
	Transport & Logistics Training Package	**TLI07**
	Electricity Supply Industry - General Sector Training Package	**UEP06**
	Forest & Forest Products Training Package	**FPI05**

ForestWorks Learning and Skill Development

Qualifications Framework

Qualifications Framework

The Australian 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/Portals/0/Documents/Handbook/AQF_Handbook_07.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)/courses(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*.

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.

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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 section 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

List of AQF Qualifications

Qualification Code	Title
FPP20110	Certificate II in Pulping Operations
FPP20210	Certificate II in Papermaking Operations
FPP30110	Certificate III in Pulping Operations
FPP30210	Certificate III in Papermaking Operations
FPP40110	Certificate IV in Pulping Operations
FPP40210	Certificate IV in Papermaking Operations
FPP50110	Diploma of Pulp and Paper Process Management

ForestWorks Learning and Skill Development

Background

The qualifications structure of FPP10:

- offers a qualifications framework which is applicable and flexible for enterprises and individuals
- accurately reflects the actual skills required by the workforce, both now and into the future
- includes a range of competencies that are flexible enough to be customised to the specific needs of the enterprise
- provides learning and articulated pathways for the attainment of competencies and, ultimately, full qualifications
- 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
- accommodates the evolving and emerging needs of a diverse and changing industry
- has embedded sustainability skills within the competencies

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.

Industry qualifications are presented as Certificates II, III or IV in Pulping Operations or Certificates II, III or IV in Papermaking Operations. The Diploma of Pulp and Paper Process Management completes the progression of career path opportunities for people within the industry.

Services specialisations are available via both pulping and papermaking operations qualifications.

The two 'streams' of qualifications are necessary in the pulp and paper manufacturing industry. Some mills are pulp mills, some are paper mills, and some are both. The delineation between the two groupings of qualifications enables companies to clearly differentiate between the groupings of competencies based on the mills' operations.

Support electives reflect industry specific elective units.

Industry specific elective units are the 'lead' units that shape the qualification.

There are a few unit 'groups' that run across both types of operations – pulp *and* paper, so the corresponding units are included in both qualification 'streams' (Chemical recovery, Water services, Steam generation and Power generation)

Skill Sets in this Training Package

Nationally recognised Skill Sets are yet to be identified in this industry.

Qualification Pathways

A pathways charts is provided to show the types of pathways into and from qualifications that are possible with this Training Package

ForestWorks Learning and Skill Development

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 www.forestworks.com.au

Assessment Guidelines

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).

Industry Requirements
The Pulp and Paper Industry is traditionally a high speed and technologically complex industry. It is typically characterised by continuous processing integrated operations. The speed, complexity of technology and aggregation of different systems are well served by workplace training and assessment. It is common practice for workplace training and assessment to be conducted in the Pulp and Paper Industry consistent with benchmarks contained in the endorsed units of competency and auspiced through registered training organisations.

Industry conditions and expectations necessitate the following assessment requirements:

- Access to relevant industry-specific workplace equipment in an operational pulp and/or paper mill
- Genuine simulations that reflect the real work, including occupational health and safety, quality and productivity

- A minimum of three pieces of evidence of competency for functions involving safety
- Units of competency selected are appropriate to the work being performed and assessed at the right level for the job
- Sensory information relevant to the plant and equipment used in the job and can reasonably be expected at the level of the job
- Units that are packaged at different AQF levels are applied in the context of the job requirements
- The assessment of employability skills appropriate to the work being performed and assessed at the right level for the job.

Note:
The imported unit MEM18011C *Shut down and isolate machines/equipment* and generic imported OHS units have been contextualised for the Pulp and Paper Manufacturing Industry. Please see the individual units for contextualisation and expanded range statements.
The following assessment strategies form part of industry professional practice associated with this training package:

- Assessors do not assess a learner they have trained in the competencies being assessed
- Primary evidence of applied skills and knowledge, OHS, quality and productivity requirements is collected in the context of the job
- Assessments are evidence based, with five standard types of evidence used:
  - Observation on the job
  - Demonstration, in instances that are unlikely to happen at the exact time of the assessment or may be dangerous to people or equipment. This may involve simulations, a mock-up or 'show me...' scenarios
  - Written evidence including log sheets, documents prepared by the learner, test results or quality reports etc.
  - Questions that are open questions that start with 'what...', 'why...', 'how...', 'when...', 'who...' (where appropriate) and 'what would you do if...'
  - Third party reports from relevant personnel.
- Workplace assessors may undertake different components of assessments at different times including non-rostered time and rostered time where:
  - Evidence collection in rostered work time may include on-the-job observation, written evidence (e.g. log books, quality reports etc.), written questions and third party evidence collection
  - Evidence collection in non-rostered time may include verbal questions, demonstration/simulation, and third party evidence collection where this cannot be accessed in rostered time.
- Holistic assessments are conducted:
  - Reflecting whole component(s) of the job
  - Providing evidence they can 'put the whole job together'

- Enabling, as a general rule, the co-assessment of competencies contained in core and support elective units, with the assessment of industry specific competencies, with the exception of FPPOHS units. The units FPPOHS210A, FPPOHS310A and FPPOHS320A contained in this package must be holistically assessed with the relevant industry specific (functional) units. This ensures that learners are competent in performing all aspects of their work safely. The remaining FPPOHS410 and FPPOHS420 units must be assessed in the context of pulp and/or paper manufacturing industry operations.

The following example of a typical workplace assessment is provided as guidance regarding holistic assessments:

- Assessors typically assess learners in the set of functions and associated skills and knowledge that make up whole component(s) of a job, consistent with benchmarks contained in endorsed units of competency aligned to the job
- Evidence is collected that demonstrates levels of performance expected in the workplace over time and under different conditions. This evidence may be collected through formative assessments or a summative assessment, ensuring that the assessment is structured to enable:
  - Learners to demonstrate an applied understanding of the inter-relations between different components of the job

This is often assessed through:

- Written (e.g. log books) and/or third party evidence of problem solving coupled with 'why…' questions that demonstrate an applied understanding of the whole job, and/or
- A series of comprehensive 'what would you do if…' questions coupled with 'why…' questions that probe the inter-relationship of components of the job.

- Competencies in core and support elective units to be embedded in the assessment of industry specialisations, enhancing the relevance and inter-dependence of competencies required to perform a job

This is often assessed through:

- Verbal and written 'what…' and 'why…' and 'what would you do if…' questions that probe a learners' OHS competency, in the first instance
- Language, literacy and numeracy (LLN) and other assessment strategies, as needed, addressed separately in the first instance, and then co-assessed with industry specific competencies
- Collecting sufficient evidence of applied OHS, communication, problem solving, numeracy, quality and sustainability competency when assessing industry specialisations i.e., the industry specialisations provide the context for OHS, communication, problem solving, numeracy, quality and sustainability competencies being demonstrated.

Any requirements contained in core and/or support elective units that are not demonstrated in the course of industry specific assessment should be collected separately, and relate to the job.

Workplace trainer competencies:
Workplace trainers that provide training as a requirement of a broader operations job role (i.e. where their job role is not specifically or exclusively a trainer), *should* hold the unit of competency TAEDEL301A *Provide work skill instruction*, or equivalent.

In addition, workplace trainers and assessors must demonstrate current knowledge and experience of the industry, industry practices, and the trainee's job role that is the subject of the training and/or assessment.

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.

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact www.forestworks@forestworks.com.au

Licensing/Registration Requirements – Industry Specific Advice

Licensing/registration requirements for particular job functions described in units of competency vary significantly. There are variations between States and Territories, and also between individual mills depending on the equipment and processes being used. Organisations delivering training must determine the applicable licensing requirements associated with the equipment being used, in the relevant states and territories. To assist this, some units note that specific licensing/registration requirements may apply.

Furthermore, the relevant units stipulate that any applicable licensing/registration requirements must be met separately and prior to the achievement of the respective unit from this training package. Therefore, both assessors and candidates must hold the relevant licensing/registration requirements prior to commencing training or assessing in the respective units from this training package.

As such, the units of competency contained in this training package do not cover licensing/registration requirements.

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.

ForestWorks Learning and Skill Development

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.

ForestWorks Learning and Skill Development

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 ForestWorks Training Packages go to the ForestWorks website atwww.forestworks.com.au

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

Industry Skills Council

ForestWorks
559a Queensberry Street
North Melbourne, Victoria 3051

Ph: +61 3 9321 3500
Fax: +61 3 9326 7800
Email: forestworks@forestworks.com.au
Web: 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
Level 11, 176 Wellington Parade
East Melbourne, Victoria 3002

Ph: (03) 9815 7000
Fax: (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>

ForestWorks Learning and Skill Development

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

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Competency Standards

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	**Mayer Key Competencies**
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques

Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.
Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.
Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**

Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)**
Required Skills and Knowledge	Work collaboratively with others during a fire emergency. (teamwork)
	Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:

- assess response options to identified crime-prevention needs and determine the optimal action to be implemented
- in consultation with relevant others, design an initiative to address identified issues. **(Initiative and enterprise).**

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency

Licensing_Regulation Requirements

Licensing/Registration Requirements

Licensing/Registration Requirements – Industry Specific Advice

Licensing/registration requirements for particular job functions described in units of competency vary significantly. There are variations between states and territories, and also between individual mills depending on the equipment and processes being used.

Organisations delivering training must determine the applicable licensing requirements associated with the equipment being used in the relevant states and territories. To assist this, some units note that specific licensing/registration requirements may apply.

Furthermore, the relevant units stipulate that any applicable licensing/registration requirements must be met separately and prior to the achievement of the respective unit from this training package. Therefore, both assessors and candidates must hold the relevant licensing/registration requirements prior to commencing training or assessing in the respective units from this training package.

As such, the units of competency contained in this training package do not cover licensing/registration requirements.

ForestWorks Learning and Skill Development