



Australian Government

FWP Forest and Wood Products Training Package

Release 1.0

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FWP Forest and Wood Products Training Package

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Published by: Forestworks Learning and Skill Development
Release Date: <February 2016>

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWP60116 Advanced Diploma of Forest Industry Sustainability

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package V1.0

Qualification Description

This qualification describes the skills and knowledge required to manage or lead innovative thinking and practice, collaboration and change management, as the forest and wood products industry responds to the challenges of carbon reduction, climate change and energy efficiency.

It caters for a range of employment pathways, which require skills in strategic planning, collaboration, systems thinking, project management and research and development.

Senior managers will focus on guiding and implementing projects and initiatives in a changing environment. Organisational leaders will emphasise greater thinking, planning and communication within partnerships, building the capacity to align with industries that stand to gain economic, social and environment benefits from using wood in products or processes.

A key focus of the qualification is the leadership and management of sustainable work and environmental practices and the sustainable use of resources. By building their capacity for innovative thinking, business leaders and managers will enable businesses to improve their competitiveness.

Vocational outcomes are available to organisational leaders; senior and general managers; forest, environmental or sustainability managers and planners; forestry, plantation and technical services managers; technical, value recovery and community liaison officers and forest auditors; designers.

Work involves the application of a significant range of theory, principles and complex techniques across a wide and often unpredictable variety of contexts involving both broad and highly technical job roles. Accountability and responsibility for self and others in achieving outcomes is involved.

This qualification is typically used to develop and integrate a breadth, depth and complexity of skills and knowledge for leading or managing highly specialised and technical work.

No licensing, legislative, regulatory, or certification requirements apply to units in this qualification at the time of publication.

Entry Requirements

There are no entry requirements

Packaging Rules

To be awarded the FWP60116 Advanced Diploma of Forest Industry Sustainability, competency must be achieved in **ten (10)** units of competency.

- **two (2)** core units of competency
- **eight (8)** elective units of competency

CORE UNITS

Field	Unit Code	Unit Title
Core	FWPCOR6201	Manage sustainability in the workplace
	FWPCOR6202	Implement practices to maximise value from wood residues

ELECTIVE UNITS

	Unit Code	Unit Title
Sustainable Industry Practices	FWPCOT5201	Implement sustainable forestry practices
	FWPCOT5202	Manage forestry information and interpretations programs
	FWPCOT5205	Develop biohazard contingency plans
	FWPCOT5206	Implement forestry chain of custody certification system
	FWPCOT5207	Implement sustainability in the workplace
	FWPCOT5209	Manage tree harvesting to minimise environmental impact
	FWPCOT6202	Develop and manage a forestry chain of custody certification process for the workplace
	FWPCOT6203	Develop engineered timber products to meet energy efficient building design needs
	FWPCOT6204	Use carbon accounting to estimate emissions
	FWPCOT6205	Prepare an enterprise carbon management report
	FWPCOT6207	Develop forest management systems and processes
	FWPFGM5217	Promote plantations as a sustainable form of land

ELECTIVE UNITS

	Unit Code	Unit Title
		use
	FWPFGM5219	Undertake carbon stock sampling of forests and plantations
	FWPFGM6201	Plan a bio-char storage system for carbon capture and storage
	FWPFGM6203	Manage sustainable tree inventory
	MSS015002A	Develop strategies for more sustainable use of resources
	MSS015003A	Analyse product lifecycle for sustainability
Leadership and innovation	BSBINN501	Establish systems that support innovation
	BSBINN502	Build and sustain an innovative work environment
	BSBINN601	Lead and manage organisational change
	BSBMGT616	Develop and implement strategic plans
	BSBLDR803	Develop and cultivate collaborative partnerships and relationships
	FWPCOT4208	Implement workplace sustainability practices
	FWPCOT5208	Build and maintain community relationships
	FWPCOT6201	Manage community engagement
	FWPCOT5207	Implement sustainability in the workplace
	FWPCOT6208	Manage innovative thinking and practice in the forest and wood products industry
	FWPCOT6209	Manage forest and wood products industry research
	FWPCOT8101	Lead forest and wood products industry innovative thinking and practice
	FWPCOT8102	Initiate and lead a forest and wood products

ELECTIVE UNITS

	Unit Code	Unit Title
		industry innovation
	MSS015002A	Develop strategies for more sustainable use of resources
Administration and business	BSBAUD501	Initiate a quality audit
	BSBCMM402	Implement effective communication strategies
	BSBCRT402	Collaborate in a creative process
	BSBFIM501	Manage budgets and financial plans
	BSBSUS501	Develop workplace policy and procedures for sustainability
	BSBWRK506A	Coordinate research and analysis
	ICTSUS804	Use ICT to improve sustainability outcomes
	MSACMT671A	Develop and manage sustainable environmental practices
	PSPPOL603A	Manage policy implementation
	PSPREG603A	Manage and lead inspection and monitoring programs
	SIRXFIN004A	Manage financial resources
	SIRXQUA001A	Develop innovative ideas at work
	TLIE4006	Collect, analyse and present workplace data and information

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP60116 Advanced Diploma of Forest Industry Sustainability	FPI60113 Advanced Diploma of Forest Industry Sustainability	<ul style="list-style-type: none"> 5 new units have replaced generic BSB innovation units. The new units outline industry-specific requirements for innovative thinking, collaboration, leadership, change management, research and project management All Advanced Diploma units of competency have been transitioned to the new standards format Imported units have been updated to the most current at time of publication 	Equivalent qualification

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

BSBAUD501 Initiate a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to initiate and organise a quality audit with an auditee. It covers assessing the scope and objectives of a quality audit; communicating with the auditee regarding the proposed quality audit; identifying resources required to conduct the audit; and developing and submitting a quality audit plan. The types of audits may include external or internal systems audits or process or product/service audits.

It applies to individuals with a well-established theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised, quality auditing and managerial techniques to plan, carry out and evaluate a quality audit. Individuals also supervise and monitor the processes and outcomes of others working in a quality audit team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Assess quality audit scope and objectives	1.1 Determine and discuss audit objectives with the auditee, client and all other relevant parties 1.2 Determine and discuss scope of the quality audit with the auditee, client and all other relevant parties 1.3 Identify relevant standards that impact the environment in which the audit operates 1.4 Determine scope commensurate with identified risks
2 Communicate with auditee regarding proposed quality audit	2.1 Determine audit history, organisational structure and culture through consultation with the auditee 2.2 Negotiate and ensure agreement with auditee, the proposed audit methods and techniques to be applied 2.3 Outline audit processes to establish sequence of audit activities, and the roles of the auditors and auditees in the process
3 Identify resources required to conduct quality audit	3.1 Identify resources required to perform the quality audit efficiently and effectively 3.2 Select audit team members on the basis of relevant expertise 3.3 Confirm availability of resources required to conduct the audit with auditee 3.4 Assign roles and responsibilities to audit team members
4 Develop and submit quality audit plan	4.1 Develop quality audit plan according to established scope and objectives 4.2 Assign timing, schedules and responsibilities for implementation of the audit plan 4.3 Develop audit priorities and ensure agreement with auditees and audit team members 4.4 Document and submit audit plan to auditee
5 Prepare audit team	5.1 Inform audit team members of their responsibilities, audit objectives and scope 5.2 Communicate audit plan and schedules to all audit team members 5.3 Discuss and clarify audit methods and techniques with audit team members

ELEMENT	PERFORMANCE CRITERIA
6 Review auditee documentation	6.1 Review auditee's previous audits to establish possible impact on the conduct of the current audit 6.2 Review and check relevant organisational documents for accuracy 6.3 Resolve arising problems with auditee and relevant parties
7 Identify and prepare checklists and audit related documentation	7.1 Develop checklists to reflect audit scope and objectives 7.2 Develop or obtain documentation required for the audit 7.3 Prepare agenda for entry meeting 7.4 Include value-adding activities in audit related documentation where required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 4.1, 6.1, 6.2, 7.1	<ul style="list-style-type: none"> Interprets and analyses information from organisational documentation
Writing	4.1-4.4, 6.2, 7.1-7.4	<ul style="list-style-type: none"> Develops a range of documents using structure, tone and vocabulary appropriate to audience, context and purpose Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.1, 1.2, 2.1-2.3, 4.3, 5.1-5.3, 6.3	<ul style="list-style-type: none"> Participates in spoken exchanges using structure and language to suit the audience Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	<ul style="list-style-type: none"> Uses mathematical calculations for project scheduling
Navigate the world of work	1.3	<ul style="list-style-type: none"> Monitors adherence to organisational policies and relevant standards and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 2.1, 2.2, 3.4, 4.4, 5.1, 5.2	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Recognises the importance of building rapport and building effective working relationships Collaborates with others to negotiate acceptable outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 6.1, 6.3	<ul style="list-style-type: none"> Organises, plans and sequences own workload and schedules work activities of others Uses analytical processes to decide on a course of action, establishing criteria for deciding between options and seeking advice from others before taking action when necessary Addresses some unfamiliar problems of increasing complexity within own scope, recognising when to seek the expertise of others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD501 Initiate a quality audit	BSBAUD501B Initiate a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBAUD501 Initiate a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documented audit plans for auditees across a variety of contexts including:
 - the scope and objectives of the audit
 - proposed audit methods and techniques to be used
 - required resources and schedules
 - allocation of individual audit team member responsibilities for conducting the proposed audit.
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the relevant auditing codes of practice or ethics
- describe auditing methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- outline quality auditing principles, techniques and systems
- describe the requirements of house or other style manual protocols for written communications
- identify software applications relevant to quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBCMM402 Implement effective communication strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select and use communication strategies required to respond to an enquiry.

It applies to individuals who analyse information and then either respond personally or refer the enquiry to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – interpersonal communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Receive enquiry	1.1 Establish nature of enquiry 1.2 Ensure interactions with person making enquiry are in accordance with organisation's standards and procedures and meet the person's needs and expectations 1.3 Clearly outline legal and other limits of own responsibility to person making the enquiry 1.4 Record person's details and issues
2 Identify and apply appropriate communication techniques	2.1 Use communication strategies that reflect organisational standards and procedures 2.2 Use effective communication techniques during the enquiry 2.3 Ensure confidentiality of the enquiry is respected
3 Determine action to be taken	3.1 Identify personal limitations in taking action and seek appropriate assistance from designated individuals 3.2 Respond in an appropriate manner 3.3 Involve other parties in action if appropriate 3.4 Manage expectations of person making enquiry
4 Review outcomes of communication	4.1 Follow up with person making enquiry to ensure action was effected 4.2 Seek feedback about the communication strategies 4.3 Undertake appropriate record keeping and reporting

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1	<ul style="list-style-type: none"> Interprets textual information from a range of sources to determine organisational standards and procedures
Writing	1.4, 2.1, 3.1, 3.2, 4.1, 4.3	<ul style="list-style-type: none"> Accurately records information and completes documentation using required format, terminology and conventions Prepares reports according to organisational requirements
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	<ul style="list-style-type: none"> Uses listening and questioning techniques to gather information required to respond to queries Presents information using words and non-verbal features appropriate to the audience and context
Navigate the world of work	1.2, 1.3, 2.1, 3.1	<ul style="list-style-type: none"> Recognises and applies organisational policies and procedures and meets expectations associated with own work
Interact with others	1.2, 2.1, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Uses appropriate communication practices showing awareness of the need to adjust personal communication style when handling enquiries of a sensitive nature
Get the work done	1.1, 1.4, 3.1, 3.3, 3.4, 4.1-4.3	<ul style="list-style-type: none"> Plans a range of routine and non-routine tasks and implements actions in accordance with plan to meet desired outcomes Uses problem solving skills to analyse enquiries and propose possible solutions, seeking input from others as required Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCMM402 Implement effective communication strategies	BSBCMM402A Implement effective communication strategies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBCMM402 Implement effective communication strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- receive enquiries according to organisational and legislative requirements
- select and use appropriate communication strategies and techniques for the particular needs of the person making the enquiry
- convey options available to address the enquiry and determine action to be taken according to organisation's policies and procedures
- confirm that the enquiry has been adequately addressed with the person making the enquiry
- document details of the enquiry and action taken according to organisational and legislative requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify organisation's standards and procedures which apply when responding to enquiries
- identify key legislative obligations and requirements which must be observed when responding to an enquiry.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- organisational policies and procedures relevant to customer service
- relevant legislation or codes of practice
- office equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBCRT402 Collaborate in a creative process

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collaborate in a creative process that is underpinned by a commitment to trust and ethics.

It applies to individuals who are involved in what is traditionally considered a creative endeavour but is also very important in broader business and community activities where creative team effort is highly valued.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Creative Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Enter into a collaborative creative process	1.1 Adopt a personal philosophy of trustworthy and ethical behaviour 1.2 Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour 1.3 Use professional discretion and judgement in dealing with others 1.4 Acknowledge and respect the different ways that different people may contribute to the creative process 1.5 Acknowledge and work within the legal framework that applies to creative content as part of individual commitment to an ethical approach 1.6 Respect collaborative efforts by relinquishing individual ownership of ideas
2 Engage in a collaborative creative process	2.1 Maintain a belief in personal ideas, combined with a willingness to move on as ideas are discarded and others evolve 2.2 Be prepared to let go of own vanity and ego to allow new ideas to emerge 2.3 Use language and adopt a demeanour that demonstrates respect and trust for others 2.4 Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against 2.5 Challenge, test and share ideas in a supportive way as part of the creative process 2.6 Move on from initial positions and preconceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process 2.7 Play a role that encourages the movement and shift of ideas within the group towards a well-conceived solution
3 Reflect on own role in the collaborative creative process	3.1 Reflect on own level of participation, relationships with others and personal behaviour in the collaborative process 3.2 Identify ways to do better next time and follow up on any issues that need to be resolved 3.3 Identify and seek opportunities to refine and expand own skills

ELEMENT	PERFORMANCE CRITERIA
	and knowledge, including learning from failing

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.2, 3.3	<ul style="list-style-type: none"> Reflects on own performance and seeks opportunities to improve own skills and knowledge
Writing	3.2, 3.3	<ul style="list-style-type: none"> Notes comments, suggestions and ideas for own use
Oral Communication	2.3, 2.4, 2.5, 2.6, 2.7	<ul style="list-style-type: none"> Presents ideas clearly using language and features suitable to diverse audiences Uses listening and questioning techniques to elicit the views and opinions of others and to confirm understanding
Navigate the world of work	1.1, 1.5	<ul style="list-style-type: none"> Understands own legal and ethical responsibilities with specific reference to personal responsibilities in a creative context
Interact with others	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1-3.3	<ul style="list-style-type: none"> Actively identifies the requirements of important communication exchanges, selecting appropriate channel, format, tone and content to suit purpose and audience Reflects on personal values, behaviours and assumptions and considers how these might be perceived by others Looks for ways of establishing connections and building genuine understanding with a diverse range of people Responds to and uses diverse perspectives to enrich the creative process
Get the work done	2.1, 2.5, 2.6, 2.7, 3.2	<ul style="list-style-type: none"> Reflects on processes and outcomes and identifies some key principles that may be relevant in future situations Contributes to creating a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas as a regular part of work life Uses problem-solving skills to evaluate and challenge ideas and move towards solutions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT402 Collaborate in a creative process	BSBCRT402A Collaborate in a creative process	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBCRT402 Collaborate in a creative process

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- make a positive contribution to a collaborative creative process that generates, expands and develops ideas into a well-conceived solution
- reflect on and evaluate own role in the collaborative process
- identify and act on ways to enhance own ability to contribute effectively to a collaborative creative process.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal framework that applies to the creative process
- describe the concepts of trust and ethical behaviour in the context of creative endeavour
- identify different roles people may play in a collaborative creative process and how these roles contribute to the overall effort
- describe how the potential for creativity can be maximised within a team
- explain barriers to creativity in a group environment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to a team of people in a collaborative creative process.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance - Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan financial management approaches	1.1 Access budget/financial plans for the work team 1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3 Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4 Prepare contingency plans in the event that initial plans need to be varied
2 Implement financial management approaches	2.1 Disseminate relevant details of the agreed budget/financial plans to team members 2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances 2.3 Determine and access resources and systems to manage financial management processes within the work team
3 Monitor and control finances	3.1 Implement processes to monitor actual expenditure and to control costs across the work team 3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4 Report on budget and expenditure in accordance with organisational protocols
4 Review and evaluate financial management processes	4.1 Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team 4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3	<ul style="list-style-type: none"> Interprets and analyses information to determine activities required
Writing	1.1, 1.4, 4.1-4.3	<ul style="list-style-type: none"> Records information in correct forms and prepares materials which convey detailed and factual content in accordance with internal procedures
Oral Communication	1.2, 1.3, 2.1-2.3	<ul style="list-style-type: none"> Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience Uses active listening and questioning to clarify information and to confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Navigate the world of work	2.2, 3.3, 3.4, 4.3	<ul style="list-style-type: none"> Recognises, understands and adheres to organisational requirements in undertaking own work
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 2.3, 4.2, 4.3	<ul style="list-style-type: none"> Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Get the work done	1.1, 1.4, 2.3, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financial record keeping and auditing
- describe the principles and techniques involved in managing:
 - budgeting
 - cash flows
 - electronic spreadsheets
 - GST
 - ledgers and financial statements
 - profit and loss statements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBINN501 Establish systems that support innovation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conceptualise and establish new systems that support and encourage innovation in the workplace.

It applies to individuals including managers, senior operational personnel and/or internal/external specialists who are responsible for the development of new systems in small and large organisations in any community or industry context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Research context for new system development	1.1 Explore and analyse the impact of systems in the overall context of innovation 1.2 Explore and gain clarity around system objectives, particularly in relation to innovation 1.3 Analyse current organisational systems to identify gaps or barriers to innovation 1.4 Research and analyse current and emerging information about systems in other organisations and contexts 1.5 Evaluate the resources and other commitment required to foster innovation 1.6 Identify key stakeholders who can play a role in conceptualising or supporting new system ideas
2 Generate system concepts and options	2.1 Create system concepts that will foster innovation using individual and group techniques 2.2 Evaluate and discuss a range of ideas with relevant stakeholders 2.3 Clearly articulate the ways in which innovation is better supported by system ideas and options 2.4 Clearly articulate how the system itself is innovative 2.5 Expose ideas and options to ongoing testing, exploration and challenge 2.6 Select and refine system ideas that meet the workplace requirements and which are both feasible and innovative
3 Develop a plan for the system	3.1 Determine the need for specialised assistance and integrate into system planning 3.2 Analyse the potential impact of the new system on people, resources and other organisational practices 3.3 Consult with all stakeholders who will be involved with, or affected by, the new system 3.4 Develop an operational plan for the system, with budget, timelines and responsibilities 3.5 Develop a communication strategy to support the introduction of the new system 3.6 Evaluate the coaching and training needs of those who will use

ELEMENT	PERFORMANCE CRITERIA
	the system and plan a learning and development strategy
4 Trial the system	<p>4.1 Present and consult on system proposals with relevant stakeholders</p> <p>4.2 Analyse and integrate feedback into the system development process</p> <p>4.3 Determine appropriate context and parameters for the trial process</p> <p>4.4 Initiate the trial, taking account of all required consultative, coaching and technical issues</p> <p>4.5 Monitor and review the trial in relation to its goals for fostering innovation</p> <p>4.6 Open the improvement process to ongoing collaborative input and challenge</p> <p>4.7 Adjust system to reflect evaluation feedback</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4	<ul style="list-style-type: none"> Researches, analyses and evaluates textual information, from a wide range of sources, to identify information relevant to systems that support innovation
Writing	2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	<ul style="list-style-type: none"> Develops complex plans and strategies using language and format appropriate to the audience and purpose
Oral Communication	2.1, 2.2, 2.3, 2.4, 3.3, 4.1, 4.6	<ul style="list-style-type: none"> Presents ideas and concepts to a range of audiences varying vocabulary and non-verbal features to suit the audience Uses active listening and questioning to discuss and clarify information and to confirm understanding
Numeracy	3.4	<ul style="list-style-type: none"> Interprets, analyses and presents numeric or financial information in complex documents
Navigate the world of work	1.1-1.4	<ul style="list-style-type: none"> Takes responsibility for researching and evaluating systems to achieve organisational outcomes in innovation according to role requirements
Interact with others	2.1, 2.2, 2.5, 4.1, 4.4, 4.6	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and protocols when communicating with stakeholders from diverse backgrounds Uses inclusive and collaborative techniques to negotiate, influence and elicit the views and opinions of a wide range of stakeholders
Get the work done	1.1-1.6, 2.1, 2.6, 3.1, 3.2, 3.4-3.6, 4.2-4.7	<ul style="list-style-type: none"> Accepts responsibility for planning and implementing systems and strategies to achieve organisational goals, negotiating key aspects with others Develops new and innovative ideas through exploration, analysis and critical thinking Uses digital tools or systems to access, organise, integrate and share information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN501 Establish systems that support innovation	BSBINN501A Establish systems that support innovation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBINN501 Establish systems that support innovation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of ability to:

- design a new system for the organisation that clearly support s innovation, is innovative and is based on:
 - analysis of the organisation’s objectives, current systems, resources and barriers in relation to innovation
 - individual and group techniques with stakeholders to generate, test and evaluate several concepts and options for the new system
- consult with and analyse and integrate feedback from relevant stakeholders to develop a plan for the new system that addresses:
 - the need for external assistance
 - the impact of the new system on people, resources and other organisational practices
 - budget, timelines, responsibilities
 - a communication strategy
 - a learning and development strategy
- trial the new system including taking account of all consultative, coaching and technical issues and review it in relation to its goals for fostering innovation
- open the improvement process to ongoing collaborative input and challenge
- adjust system to reflect evaluation feedback.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how the new system supports innovation in the organisation
- explain the concepts and theories of change management including ways of introducing change in different organisational contexts and change management communication strategies
- explain the concepts and theories of innovation and how these link to innovation in practice
- explain techniques for generating, testing and evaluating concepts and options for new systems
- analyse the technical context in which the system is being developed
- outline the typical ways in which systems may present barriers to innovation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents and
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others
- current industry technology used in the development of systems.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBINN502 Build and sustain an innovative work environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create an environment that enables and supports the application of innovative practice focusing on a holistic approach to the integration of innovation across all areas of work practice.

It applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals. The work group could be permanent or temporary in nature.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Lead innovation by example	1.1 Make innovation an integral part of leadership and management activities 1.2 Demonstrate positive reception of ideas from others and provide constructive advice 1.3 Establish and maintain relationships based on mutual respect and trust 1.4 Take considered risks to open up opportunities for innovation 1.5 Regularly evaluate own approaches for consistency with the wider organisational or project context
2 Establish work practices that support innovation	2.1 Consult on and establish working conditions that reflect and encourage innovative practice 2.2 Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas 2.3 Facilitate and participate in collaborative work arrangements to foster innovation 2.4 Build and lead teams to work in ways that maximise opportunities for innovation
3 Promote innovation	3.1 Acknowledge suggestions, improvements and innovations from all colleagues 3.2 Find appropriate ways of celebrating and promoting innovation 3.3 Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4 Promote and support the evaluation of innovative ideas within the wider organisational or project context
4 Create a physical environment which supports innovation	4.1 Evaluate the impact of the physical environment in relation to innovation 4.2 Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3 Consider potential for supporting innovation when selecting physical resources and equipment 4.4 Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive

ELEMENT	PERFORMANCE CRITERIA
	workplace relationships
5 Provide learning opportunities	5.1 Pro-actively share relevant information, knowledge and skills with colleagues 5.2 Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation 5.3 Create opportunities in which individuals can learn from the experience of others

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.5, 2.2, 4.1, 5.1	<ul style="list-style-type: none"> Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context
Writing	3.3, 3.4, 5.1	<ul style="list-style-type: none"> Develops information for others using language to suit the context and audience
Oral Communication	1.2, 2.1, 2.3, 3.1, 3.3, 3.4, 5.1	<ul style="list-style-type: none"> Presents ideas and concepts to a range of audiences using structure and language to suit the audience Uses active listening and questioning to discuss and clarify information and to confirm understanding
Navigate the world of work	1.1, 1.5, 2.1, 2.2, 3.3, 5.1, 5.2	<ul style="list-style-type: none"> Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role requirements Stays up to date with professional development options to provide relevant information to staff
Interact with others	1.2, 1.3, 2.3, 2.4, 3.1-3.4, 4.2, 5.1, 5.3	<ul style="list-style-type: none"> Uses appropriate communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts Uses inclusive and collaborative techniques to share, promote and convey complex information about new ideas and systems within the workplace
Get the work done	1.1, 1.4, 1.5, 2.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.2, 5.3	<ul style="list-style-type: none"> Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking Facilitates a climate where people feel comfortable suggesting and discussing improvements or new ideas Uses problem solving processes to identify, assess and respond to challenges and risks around innovation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN502 Build and sustain an innovative work environment	BSBINN502A Build and sustain an innovative work environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBINN502 Build and sustain an innovative work environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to maximise opportunities for innovation by:

- establishing procedures and practices that foster innovation including:
 - collaborative work arrangements
 - building team capacity to contribute to innovation
 - providing formal and informal learning opportunities
 - evaluating ideas
 - celebration and promotion of innovation
 - consultation
 - respectful communications and sharing of ideas and feedback
- reinforcing the value of innovation to the vision and objectives of the organisation,
- modelling behaviour including being receptive to ideas, giving constructive advice, evaluating own work, establishing and maintaining relationships based on mutual respect and trust, taking considered risks that provide opportunities for innovation
- evaluating how the physical environment can be enhanced to support innovation and collaboration and collaborating on ideas to make improvements including in the selection of physical resources and equipment, and the design, fit-out and decoration of the workspaces
- making changes to a workspace that will encourage innovation in at least one of
 - design
 - fit-out
 - decoration.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the concepts and theories of innovation and how these link to innovation in practice
- explain the context for innovation in the workplace including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- discuss the factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- research the legislative framework that impacts on operations in the relevant workplace context
- explain how different approaches to management and leadership can support or hinder innovation
- discuss typical challenges and barriers to innovation within teams and organisations and ways of overcoming these including rewarding and celebrating innovation, coaching and learning, modelling behaviour and managing the physical environment.
-

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBINN601 Lead and manage organisational change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to determine strategic change requirements and opportunities; and to develop, implement and evaluate change management strategies.

It applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area.

The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and innovation – innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify change requirements and opportunities	1.1 Identify strategic change needs through an analysis of organisational objectives 1.2 Review existing policies and practices against strategic objectives to identify where changes are required 1.3 Monitor the external environment to identify events or trends that impact on the achievement of organisational objectives 1.4 Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions 1.5 Review and prioritise change requirements or opportunities with relevant managers 1.6 Consult stakeholders, specialists and experts to assist in the identification of major change requirements and opportunities
2 Develop change management strategy	2.1 Undertake cost-benefit analysis for high priority change requirements and opportunities 2.2 Undertake risk analysis and apply problem solving and innovation skills to identify barriers to change and agree and record mitigation strategies 2.3 Develop change management project plan 2.4 Obtain approvals from relevant authorities to confirm the change management process 2.5 Assign resources to the project and agree reporting protocols with relevant managers
3 Implement change management strategy	3.1 Develop communication or education plan, in consultation with relevant groups and individuals, to promote the benefits of the change to the organisation and to minimise loss 3.2 Arrange and manage activities to deliver the communication or education plans to relevant groups and individuals 3.3 Consult with relevant groups and individuals for input into the change process 3.4 Identify and respond to barriers to the change according to risk management plans 3.5 Action interventions and activities set out in project plan

ELEMENT	PERFORMANCE CRITERIA
	according to project timetable 3.6 Activate strategies for embedding the change 3.7 Conduct regular evaluation and review and modify project plan where appropriate to achieve change program objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2	<ul style="list-style-type: none"> Interprets detailed information that may deal with complex ideas related to issues both within and outside the workplace context
Writing	2.1, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> Uses clear and precise language to develop information about objectives, requirements, activities and recommendations Develops complex plans and strategies in appropriate format for the audience and purpose
Oral Communication	1.6, 2.2, 2.4, 2.5, 3.3	<ul style="list-style-type: none"> Discusses and seeks information using appropriate structure and language for the particular audience Uses questioning and active listening to clarify or confirm understanding
Numeracy	2.1, 2.3, 2.3	<ul style="list-style-type: none"> Interprets, analyses and presents numeric/financial information in complex documents
Navigate the world of work	1.1-1.6, 2.4, 2.5, 3.1, 3.2	<ul style="list-style-type: none"> Takes a lead role in the development of organisational strategic goals and associated roles and responsibilities
Interact with others	1.5, 1.6, 2.4, 2.5, 3.1-3.3	<ul style="list-style-type: none"> Uses a variety of communication tools and strategies to build and maintain effective working relationships Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2, 3.4-3.7	<ul style="list-style-type: none"> Plans, organises and implements activities required to achieve strategic priorities and outcomes, including consulting with others and sequencing events to minimise uncertainty for staff Uses problem-solving skills to identify and analyse issues or barriers, and develop responses Develops new and innovative ideas through exploration and lateral thinking

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN601 Lead and manage organisational change	BSBINN601B Manage organisational change	Updated to meet Standards for Training Packages Edits to clarify intent of Performance Criteria Title change	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBINN601 Lead and manage organisational change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and interpret information about the organisation's internal and external environment and consult with stakeholders to identify requirements and opportunities for changes that support organisational objectives
- prioritise opportunities for changes with input from managers
- develop a change management project plan for the priority changes incorporating resource requirements, risk management and timelines
- develop strategies to communicate or educate the changes and embed them
- obtain approvals and agree reporting protocols with relevant managers and implement the plan including addressing barriers to change
- review and evaluate the change management project plan and modify as needed to achieve objectives.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the change management process or cycle and strategies for communicating and embedding change
- explain how organisational behaviour and the external environment can impact on change strategies
- describe the components of a change management project plan
- list potential barriers to change and explain possible strategies to address barriers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documentation and resources
- office equipment, materials and software packages
- case studies or, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders.

This unit covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Communicate to influence relevant individuals and stakeholders	1.1 Generate trust, confidence and support from relevant stakeholders by demonstrating a high standard of personal performance and conduct 1.2 Implement communication strategies to represent the organisation positively to media, local community and stakeholders 1.3 Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4 Use a range of influencing strategies to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5 Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1 Establish outcomes to be achieved from the partnership 2.2 Analyse and apply models for effective consultation and collaboration within partnerships 2.3 Cultivate collaborative communities and partnerships through application of a range of communication solutions 2.4 Forge relationships, collaborative communities or partnerships between organisations
3. Establish positive collaborative relationships	3.1 Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2 Establish processes to resolve conflict in a fair, equitable and collaborative manner 3.3 Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed performance standards 3.4 Encourage staff to undertake activities that develop their personal competence and performance 3.5 Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, diversity and organisational and legal requirements 3.6 Establish indicators and feedback processes that can be used to evaluate the health of the work environment

ELEMENT	PERFORMANCE CRITERIA
4. Lead establishment of a partnership program	4.1 Identify and address relevant organisational policies and procedures in partnership plans 4.2 Identify and incorporate relevant legal requirements into planning 4.3 Form partnerships using collaborative and consultative processes involving public and/or private sector enterprises 4.4 Plan and allocate resource requirements to accomplish a partnership program 4.5 Establish relevant organisational policies and procedures relating to partnerships
5. Establish reporting mechanisms for partnership program	5.1 Establish reporting systems for reporting results against planned partnership outcomes 5.2 Implement reporting systems to map progress against partnership outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2	<ul style="list-style-type: none"> Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 3.1, 3.2, 3.6, 4.4, 4.5, 5.1	<ul style="list-style-type: none"> Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context and intent and requirements in accordance organisational requirements
Oral Communication	2.3, 3.4, 4.3	<ul style="list-style-type: none"> Leads discussions using language and non-verbal features to suit the audience Uses active listening and questioning to seek the views and opinions of others
Numeracy	3.3	<ul style="list-style-type: none"> Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions
Navigate the world of work	3.5, 4.1, 4.2	<ul style="list-style-type: none"> Takes a lead role in the development of organisational goals, roles and responsibilities Leads adherence to organisational policies, procedures and legal requirements and considers own role in terms of its contribution to broader goals of the organisation
Interact with others	1.1, 1.4, 2.3, 2.4, 3.2, 3.4, 4.3	<ul style="list-style-type: none"> Plays a lead role in building effective collaboration and trust, demonstrating high level conflict resolution skills and ability to engage and motivate others Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders
Get the work done	1.2, 1.3, 1.5, 2.1, 3.1, 3.3, 3.6, 4.4, 5.2	<ul style="list-style-type: none"> Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands Monitors agreed outcomes and required indicators

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR803 Develop and cultivate collaborative partnerships and relationships	BSBREL701A Develop and cultivate collaborative partnerships and relationships	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate and model skills and knowledge to foster partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- develop collaborative approaches to enhance individual, team and organisational outcomes
- initiate and implement partnerships in line with relevant regulatory, employment and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation
- outline the organisation's mission, purpose, values, objectives and strategies
- explain techniques that cultivate collaborative relationships and partnerships
- describe data collection methods
- explain the external context including social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness
- explain organisational transformation and the management of the stages of change.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documents including business strategic plans, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBMGT616 Develop and implement strategic plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish the strategic direction of the organisation, sustain competitive advantage and enhance competitiveness. It covers analysis and interpretation of relevant markets, capability assessment of the organisation and analysis of the organisation's existing and potential competitors and allies. It also covers implementation of the strategic plan and developing specific actions and initiatives that will be undertaken by people working in various roles.

It applies to individuals working in senior roles in the organisation who have responsibility for ensuring that the organisation is positioned to ensure its long-term viability and success.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm organisational vision and mission	1.1 Check with stakeholders that organisational vision and mission are still held to be current and are supported 1.2 Make any changes or refinements to vision or mission statement as required 1.3 Review or develop organisational values to support the vision and mission statement 1.4 Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1 Determine information requirements and undertake or commission research to deliver relevant information 2.2 Analyse political, economic, social, and technological developments in a global context 2.3 Seek advice from appropriate experts wherever necessary 2.4 Identify and consider strengths and weaknesses of existing and potential competitors and allies 2.5 Analyse organisation's strengths, weaknesses, opportunities and threats 2.6 Consider cooperative ventures that are supported by risk and cost benefit analyses, are consistent with the organisational vision, mission and values and provide for due diligence 2.7 Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1 Document relevant research and background for inclusion in the strategic plan 3.2 Formulate strategic objectives and strategies needed for the future 3.3 Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4 Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1 Communicate strategic plan to all relevant parties 4.2 Brief people with a specific role in relation to strategies 4.3 Use performance indicators to monitor progress in

ELEMENT	PERFORMANCE CRITERIA
	implementing plan 4.4 Make necessary refinements to plan 4.5 Evaluate achievement of objectives at agreed milestones 4.6 Review effectiveness of plan and consider methods for improving strategic planning processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 4.4-4.6	<ul style="list-style-type: none"> Identifies and analyses complex organisational texts to determine business requirements Reviews, evaluates, interprets and applies content from a range of sources to aid in development of strategies
Writing	1.2, 1.3, 2.1, 2.2, 2.4-2.6, 3.1-3.3, 4.3-4.6	<ul style="list-style-type: none"> Prepares strategic plans for relevant stakeholders incorporating appropriate vocabulary, grammatical structure and conventions Incorporates amendments to documents according to organisational requirements Collates and compiles data to convey specific information, requirements and recommendations
Oral Communication	1.1, 1.4, 2.3, 4.1, 4.2	<ul style="list-style-type: none"> Presents information and seeks advice using language and register appropriate to audience Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	2.6, 3.2, 3.3, 4.5, 4.6	<ul style="list-style-type: none"> Interprets and analyses statistical data and mathematical information to consider trends and resource implications of proposed strategies
Navigate the world of work	1.1-1.3	<ul style="list-style-type: none"> Works autonomously making high level decisions to achieve and improve organisational goals Takes a lead role in the development of strategies to achieve organisational goals
Interact with others	1.1, 1.4, 2.3, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role Seeks feedback or expert advice where required
Get the work done	1.3, 2.1, 2.2, 2.4-2.7, 3.2, 4.3-4.6	<ul style="list-style-type: none"> Develops flexible plans for complex, high impact activities with strategic implications, taking into account capabilities, efficiencies and effectiveness Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies Evaluates outcomes to identify opportunities for

		improvement <ul style="list-style-type: none"> • Applies problem solving processes to identify risks, evaluate options and determine solutions
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT616 Develop and implement strategic plans	BSBMGT616A Develop and implement strategic plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBMGT616 Develop and implement strategic plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult and communicate effectively with relevant stakeholders to:
 - confirm or revise the organisation’s mission, vision and values
 - validate findings of research and analysis
 - get input to and endorsement of strategic plans
 - brief relevant parties about the plan
- analyse organisation’s internal and external environment to formulate strategic plans including:
 - background and research relevant to the plan
 - legislation, regulations and codes of practice, including for intellectual property
 - objectives, strategies and priorities
 - roles and responsibilities
 - performance indicators
 - timeframes
 - consideration of co-operative ventures
 - cost-benefit and risk analysis
- seek advice from appropriate experts wherever necessary
- monitor and evaluate the implementation of the plan and make refinements as appropriate
- review effectiveness of planning processes and identify opportunities for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislation, regulations and codes of practice relevant to the organisation's strategic plan.
- give examples of risks and risk management strategies relevant to strategic planning including:
 - intellectual property rights and responsibilities
 - other risks
- outline strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
- identify internal and external sources of information relevant to the organisation's market, competitors, customer base, vision, values and capabilities
- outline techniques for developing organisational values.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy 3.2 Implement strategies for continuous improvement in resource efficiency 3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders 4.2 Investigate successes or otherwise of policy

ELEMENT	PERFORMANCE CRITERIA
	4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4 Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.2, 4.3	<ul style="list-style-type: none"> Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	<ul style="list-style-type: none"> Presents information and seeks advice using language appropriate to audience Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	<ul style="list-style-type: none"> Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	<ul style="list-style-type: none"> Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements Sequences and schedules complex activities, monitors implementation, and manages relevant communication Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS501 Develop workplace policy and procedures for sustainability	BSBSUS501A Develop workplace policy and procedures for sustainability	Updated to meet Standards for Training Packages Minor edits to clarify performance criteria	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
 - minimising resource use
 - resource efficiency
 - reducing toxic material and hazardous chemical use
 - employing life cycle management approaches
 - continuous improvement
- plan and implement sustainability policy and procedures including:
 - agreed outcomes
 - performance indicators
 - activities to be undertaken
 - assigned responsibilities
 - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy
- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13

BSBWRK506A Coordinate research and analysis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to coordinate and undertake major research projects on behalf of the union. It covers planning research, coordinating and undertaking the research process, managing information systems, compiling reports and evaluating the research process.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a well established, sound theoretical knowledge base in unionism and industrial relations who provide leadership to members and staff in the union workplace. They carry high levels of responsibility and work at a senior level in the organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and implement a project plan to undertake research activities	1.1. Define and agree <i>research project</i> objectives and timeframes 1.2. Plan research process and implement in accordance with union policies and procedures 1.3. Ensure agreed project phases, approval and review points are implemented to accommodate all project management function requirements 1.4. Evaluate research process and report in relation to established project baselines to provide appropriate measures of performance
2. Coordinate and undertake the research process	2.1. Define information needs based on work objectives and organisational requirements 2.2. Identify and allocate appropriate resources 2.3. Allocate tasks to identified staff and gain support for the project 2.4. Develop <i>strategies</i> to acquire required information 2.5. Communicate the methods and aims of the research clearly 2.6. Research information in a timely and thorough way and within resource allocation 2.7. Monitor progress of research project and adjust to respond to internal and external factors
3. Analyse information and apply the results of analysis	3.1. Ensure <i>specialist data and information</i> is collected, consolidated and analysed to recommend outcomes and to advise trends to senior staff 3.2. Develop appropriate analytical techniques and processes, and apply to information in order to achieve defined objectives and meet requirements 3.3. Analyse information to identify facts, issues, patterns, interrelationships and trends 3.4. Undertake all work in a timely manner and meet defined standards of the union
4. Manage information systems	4.1. Maintain <i>information systems</i> so that data and system integrity is guaranteed 4.2. Maintain a range of standard and complex information systems and applications in accordance with organisational standards 4.3. Integrate information in a timely and coherent manner

ELEMENT	PERFORMANCE CRITERIA
5. Compile reports from information analysis	5.1. Use the findings from the analysis to provide advice and to develop policies and solutions which meet organisational requirements 5.2. Ensure reporting of results from analysis of information includes predictions, assumptions and constraints 5.3. Ensure reporting of results and analysis of information is logically sequenced, concise and clear
6. Evaluate the research process	6.1. Identify and communicate criteria for evaluating the effectiveness of research project and phases 6.2. Implement and monitor key measurements to evaluate the effectiveness of research processes 6.3. Debrief all staff involved in research project on progress and outcomes 6.4. Use appropriate strategies to ensure project outcomes are used effectively

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- high level research and analytical skills
- project management skills
- technology skills to store data and to manage information
- well developed writing skills.

Required knowledge

- regional, national and international legislation and regulations relating to industrial relations, occupational health and safety (OHS), vocational education and training, equal opportunity and discrimination, trade practices
- industry knowledge
- union policies and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • documented research project plan, with research objectives, and the outcomes of the research project which meet the stated objectives • examples of how information and data in the union is effectively gathered and managed • knowledge of the industry/s involved in the research.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of research documentation • access to systems for gathering and storing data and information.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of agreed research project objectives and timeframes • oral or written questioning to assess knowledge of union policies and procedures • assessment of written reports • review of strategies developed to acquire required information • evaluation of how the methods and aims of the research were communicated.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other workplace relations units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Research projects</i> could involve:	<ul style="list-style-type: none"> • analysis of industry specific trends, statistics and issues • comparative national and international developments • information and analysis needed to develop a campaign, strategic plan, industry or sector plan and strategy, or to bargain effectively with employers • information and analysis to conduct a strategic comprehensive corporate or community campaign
<i>Strategies</i> could include:	<ul style="list-style-type: none"> • commissioned research • computer- or web-based research • establishing expert or pre-eminent opinions • joint/collaborative work with academics, economists, social researchers, political parties, international agencies and industry groups • use of focus groups, polls and surveys
<i>Specialist data and information</i> could include:	<ul style="list-style-type: none"> • information for a specific cultural or gender perspective • information, research and data in relation to corporations and inter-related bodies and connections within an industry and the economy • labour market, industry and employment statistics and related research • OHS statistics and related research • political and community polling around specific policy issues • vocational education and training statistics and related research
<i>Information systems</i> may involve:	<ul style="list-style-type: none"> • databases and the use of spreadsheets, graphs, trend and time series, and mathematical equations

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Workplace Relations
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Co-requisite units

Co-requisite units		

FWPCOR6201 Manage sustainability in the workplace

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR6201A Manage sustainability in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcomes required to design and manage approaches to sustainability, including the development and implementation of sustainability policies across a range of forest and wood products industry workplaces and operations of all sizes.

The unit applies to job roles including Forest/Timber Harvester, Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester and Technical Services Manager.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Core.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Evaluate workplace sustainability requirements	<p>1.1 Assess existing organisational policies and procedures for sustainability.</p> <p>1.2 Conduct research to define scope of organisational sustainability requirements.</p> <p>1.3 Consult stakeholders as a key component of the research process.</p> <p>1.4 Document recommendations based on research outcomes and provide feedback to appropriate personnel and stakeholders.</p>
2. Design policy	<p>2.1 Design policy that reflects organisational commitment to sustainability as an integral part of business planning.</p> <p>2.2 Develop and circulate draft policy to stakeholders and appropriate personnel for feedback.</p> <p>2.3 Review and revise policy, based on feedback.</p> <p>2.4 Agree, document and communicate appropriate strategies for implementation to stakeholders</p>
3. Manage policy implementation	<p>3.1 Establish timelines and budget for implementation.</p> <p>3.2 Allocate resources to the implementation process, in line with timelines and budget.</p> <p>3.3 Assign implementation responsibilities to appropriate personnel and advise expected outcomes.</p> <p>3.4 Establish targets and indicators to maximise policy outcomes.</p> <p>3.5 Establish processes to facilitate policy implementation.</p>
4. Review policy	<p>4.1 Evaluate changing trends and consider opportunities for improved workplace sustainability policy.</p> <p>4.2 Monitor reports for feedback that supports continuous improvement of sustainability practices.</p> <p>4.3 Regularly evaluate policy and modify to enhance sustainability practices.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> Interpret and calculate complex numerical data to establish and manage budgets.
Oral communication skills to:	<ul style="list-style-type: none"> Hold high-level consultative discussions to generate ideas for and negotiate content of sustainability policies.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex information in a range of internal and external source documents to plan organisational sustainability policy.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive sustainability policies in a style and format easily understood by the full scope of organisational employees.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform sustainability policies. Plan and manage own timing and productivity to complete initial and amended policies, budgets and implementation plans.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare policies, budgets and plans.

Unit Mapping Information

FPICOR6201A Manage sustainability in the workplace

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOR6201 Manage sustainability in the workplace

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOR6201A Manage sustainability in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Manage the policy development and implementation process for one of the following types of sustainability policies:
 - economic
 - social
 - environmental.
- Produce a detailed written policy.
- Determine, document and communicate key targets and performance indicators for the success of the sustainability policy.

Knowledge Evidence

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

- Purpose and key content of environmental or sustainability laws applicable to the forest and wood products industry and organisation.
- Key content of current government and industry sustainability initiatives, codes of practice and guidelines.
- Features, at an in-depth level of understanding, of different aspects of sustainability, including:
 - economic
 - social
 - environmental
- Impacts of forest and wood products industry production process on the environment and environmental protection practices, at an in-depth level of understanding, for:
 - reducing water and energy use
 - cleaning of plant, tools and equipment
 - disposing of, recycling and reusing timber and other waste
 - reducing use of toxic materials and hazardous chemicals
 - minimising resource use through changes in process, facility design and management.
- Processes and practices for managing sustainability in the workplace, including:
 - internal and external consultation
 - gathering and responding to feedback
 - policy development
 - policy implementation
 - evaluating and modifying policy.
- Format, content and use of policy documents.
- Targets and performance indicators for effectiveness of sustainability practices and methods of communicating these to team members.
- Methods to monitor and respond to organisational performance in managing sustainability.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare budgets, document policies and implementation plans.
- Comprehensive information about the operation of a real or simulated business to determine sustainability management requirements.
- Documents and proformas commonly used in the management of sustainability, such as:
 - worksheets
 - record and data collection sheets
 - sustainability policies.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOR6202 Implement practices to maximise value from wood residues

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR6202A Implement practices to maximise value from wood residues which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to evaluate and implement effective wood management practices that ensure maximum product value recovery and adherence to environmentally sustainable principles. It can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

The unit applies to job roles including Designer (Manufacturing and Engineered Wood Products), Environmental Planner and Manager, Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Manager and Value Recovery Officer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Core

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Scope a value maximisation plan	1.1 Review management plans and organisational priorities with respect to value maximisation requirements 1.2 Identify required production authorisations, determine timeline and budget and check with appropriate personnel. 1.3 Determine applications and demand for wood and residue material and document in line with organisational procedures. 1.4 Determine and document any special process requirements and product value chain. 1.5 Consult with stakeholders to obtain input to the plan. 1.6 Determine and document most appropriate value maximisation options for the organisation or site.
2. Develop and document a value maximisation plan	2.1 Identify legal, organisational, environmental protection and best practice parameters governing wood management practices. 2.2 Determine and document in the plan the most appropriate value maximisation practices for the organisation or site. 2.3 Document methodology, schedule, budget and legal requirements for implementation of value maximisation practices 2.4 Define technology, materials and resources required for implementation of value maximisation plan 2.5 Develop value maximisation plan and submit to the appropriate personnel for approval.
3. Implement value maximisation practices	3.1 Implement value maximisation practices identified in the plan in line with methodology, schedule, budget and legal requirements. 3.2 Obtain required authorisations for use of technology, materials and resources. 3.3 Communicate production schedule for value maximisation plan to appropriate personnel. 3.4 Establish processes to monitor implementation of the plan.
4. Review and improve value maximisation practices	4.1 Monitor value maximisation plan and review against methodology and production schedule. 4.2 Analyse information and data to determine effectiveness of value maximisation practices.

ELEMENTS	PERFORMANCE CRITERIA
	4.3 Prepare improvement recommendations based on information, data analysis and consultative processes. 4.4 Record and report outcomes to appropriate personnel.

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> Interpret and calculate complex numerical data to establish and manage budgets.
Oral communication skills to:	<ul style="list-style-type: none"> Hold high-level consultative discussions to generate ideas for and negotiate content of value maximisation plans.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex information in a range of internal and external source documents to plan maximisation practices.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive value maximisation plans in a style and format easily understood by a range of organisational employees.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform value maximisation plans. Plan and manage own timing and productivity to develop and implement plans.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare budgets and plans.

Unit Mapping Information

FPICOR6202A Implement practices to maximise value from wood residues

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOR6202 Implement practices to maximise value from wood residues

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOR6202A Implement practices to maximise value from wood residues which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Manage the development, implementation and evaluation process for one wood value maximisation plan.
- Produce a detailed written plan with clearly identified value maximisation practices.

Knowledge Evidence

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

- Purpose and key content and of legislation or regulation applicable to wood management practices.
- Key content of current government and industry initiatives, codes of practice and guidelines relevant to wood management practices.
- Different applications for wood and residue material, markets and general market value, including:
 - poles
 - piles and bridge timbers
 - veneer logs
 - saw logs
 - chip logs
 - charcoal logs
 - woody biomass
 - structural and non-structural timbers
 - timber composites
 - timber panel products
 - timber engineered products
 - eucalyptus oil
 - extractives.
- Potential uses for wood residues and by products, markets and general market value
- Production practices that avoid or reduce wood residues.
- Role of wood or waste products in generating renewable energy through biomass.
- Types of authorisations, permits and licences relating to the following:
 - sites or properties
 - hours of operation
 - use and application of chemicals
 - environmental issues.
- Processes and practices for:
 - internal and external consultation
 - developing and implementing value maximisation plans
 - collecting and analysing relevant data
 - evaluating and modifying plans.
- Format, content and use of value maximisation plans.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare budgets and document plans.
- Comprehensive information about the operation of a real or simulated business to determine value maximisation practices.
- Documents and proformas commonly used to plan, implement, review and improve value maximisation practices, including:
 - worksheets
 - budgets
 - policies and procedures
 - value maximisation plans.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT4208 Implement workplace sustainability practices

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to implement and monitor sustainability practices and activities in the workplace. It can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

The unit applies to job roles including Community Liaison Officer, Environmental Planner and Manager, Forest/Timber Harvester, Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, Technical Services Manager and Value Recovery Officer in a forest environment setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Prepare for implementation of workplace sustainability practices	<p>1.1 Review sustainability policy and provide recommendations for integrating new sustainability practices into changed or new operational processes and procedures</p> <p>1.2 Confirm resource requirements and timelines for implementation of changes in consultation with appropriate personnel.</p> <p>1.3 Confirm changed or new procedures, processes and plans to facilitate implementation.</p>
2. Implement workplace sustainability practices	<p>2.1 Communicate changed or new operational processes and procedures resulting from changed approach to sustainability.</p> <p>2.2 Monitor staff implementation of processes and procedures that incorporate new approaches to sustainability and assist as required.</p> <p>2.3 Make recommendations to update procedures and processes.</p>
3. Report on effectiveness of workplace sustainability practices	<p>3.1 Measure operational performance against targets and indicators on an ongoing basis.</p> <p>3.2 Report performance against targets and indicators and recommend operational improvements.</p>

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Oral communication skills to:	<ul style="list-style-type: none"> Provide clear unambiguous instructions on changed operational practices to staff members.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex and unfamiliar sustainability policy.
Writing skills to:	<ul style="list-style-type: none"> Complete basic reports of performance of sustainability practices against targets.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare reports.

Unit Mapping Information

No equivalent unit

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT4208 Implement workplace sustainability practices

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'

Performance Evidence

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

- Interpret the contents of an organisation's sustainability policy to identify at least two changed or new operational processes and/or procedures for their work area of responsibility.
- Communicate the relevant operational processes and procedures and related sustainability targets to staff members and monitor implementation.
- Measure operational performance from the identified changes against related sustainability targets.
- Complete a basic written report on performance against sustainability targets and indicators and recommended further operational improvements.

Knowledge Evidence

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

- Workplace practices that incorporate economic, social and environmental sustainability approaches.
- Impacts of forest and wood products industry production processes on the environment and environmental protection practices including the following:
 - reducing water and energy use
 - cleaning of plant, tools and equipment
 - disposing of, recycling and reusing timber and other waste
 - reducing use of toxic materials and hazardous chemicals
 - minimising resource use through changes in process, facility design and management.
- Content of the sustainability policy for the work area of responsibility.
- Operational processes and procedures for the work area of responsibility.
- Change management principles and methods for implementing sustainability practices.
- Types of targets and performance indicators for effectiveness of sustainability practices and methods to monitor performance against targets.
- Organisational procedures for recording and reporting performance against targets.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers, software and other resources used to prepare and maintain reports.
- Worksheets and proformas commonly used to record targets and performance indicators and related data
- Organisational sustainability policy and other related policies and procedures

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5201 Implement sustainable forestry practices

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5201B Implement sustainable forestry practices which was first released with FPI1 Forest and Forest Products Training Package Version 2.

Application

This unit of competency describes the outcomes required to prepare and implement environmentally sustainable forest industry practices. It requires an ability to undertake consultative and audit processes to assess the effectiveness of environmental management strategies and to identify areas for change, or improved practice. Work is completed in a forest, equivalent or other suitable setting.

The unit applies to job roles including Community Liaison Officers, Designer (Manufacturing and Engineered Wood Products), Environmental Planners and Managers, Forest Auditor or Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, Technical Services Manager and Value Recovery Officer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Implement environmentally sustainable forest management strategies	1.1 Develop and implement environmentally sustainable strategies for forest management. 1.2 Use consultative processes to negotiate and agree on strategy processes, objectives and timelines. 1.3 Assess strategies for effectiveness in reducing waste disposal. 1.4 Revise strategies to ensure ongoing improvements.
2. Manage integrity of water bodies	2.1 Determine appropriate strategies to manage integrity of water bodies in order to protect flora, fauna, culturally significant landscapes, natural or anthropogenic formations and constructions 2.2 Source and use water from locations other than mains water in line with organisational guidelines. 2.3 Manage and optimise use of run-off water and minimise pollutants. 2.4 Develop planting strategies to effectively and appropriately use available water supply and manage run-off.
3. Manage integrity of soil	3.1 Determine appropriate strategies to manage integrity of soil in order to protect flora, fauna, culturally significant landscapes, natural or anthropogenic formations and constructions 3.2 Minimise wind and water erosion by using appropriate species and planting patterns. 3.3 Manage nutrients and texture of the soil to maintain soil productivity. 3.4 Maintain soil integrity in line with rainfall, irrigation and water strategies in place.
4. Complete environmental audit	4.1 Determine need for an environmental management audit 4.2 Conduct environmental management audit in line with organisational policies and procedures. 4.3 Cover all environmental considerations relevant to site

ELEMENTS	PERFORMANCE CRITERIA
	<p>operations.</p> <p>4.4 Report audit outcomes and develop detailed and verifiable recommendations for improvements to environmental protection practices.</p>

Foundation Skills

<p><i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i></p>	
Numeracy skills to:	<ul style="list-style-type: none"> Analyse quantitative information and data.
Oral communication skills to:	<ul style="list-style-type: none"> Hold high-level consultative discussions to generate ideas for and negotiate content of environmental management strategies.
Writing skills to:	<ul style="list-style-type: none"> Prepare audit reports where precise meaning is required and rationale for recommendations is justified.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare audit reports.

Unit Mapping Information

FPICOT5201B Implement sustainable forestry practices

Links

Companion volumes available from the ForestWorks website - <http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5201 Implement sustainable forestry practices

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT5201B Implement sustainable forestry practices which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Develop and document environmentally sustainable forest management strategies for a given forestry operation site.
- Incorporate strategies and practices to protect flora, fauna, culturally significant landscapes, natural or anthropogenic formations and constructions through managing the following issues:
 - waste disposal
 - managing the integrity of water bodies
 - managing integrity of soil
 - effective use of irrigation and watering systems
- Complete an environmental management audit for a given site where forestry operations are present; report outcomes and document recommendations for improvements to environmental protection practices.

Knowledge Evidence

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

- Purpose and key content of environmental protection laws applicable to forestry operations.
- Key content of current government and industry environmental sustainability initiatives, codes of practice and guidelines.
- Environmentally sustainable management strategies and protection practices for forest settings:
 - minimising temporary, short-term, long-term and permanent damage to natural flora, fauna and landscape
 - returning the environment to its original or near to original condition on completion of activity
 - soil and water protection
 - management of fire and weeds
 - disposing of, recycling and reusing timber and other waste
 - composting waste
 - safely cleaning plant, tools and equipment
 - protecting flora and fauna
 - maintenance of culturally significant landscapes, natural or anthropogenic formations and constructions.
- Energy flow and food web frameworks.
- Strategies to manage integrity of water bodies including methods to minimise effects of common pollutants on water bodies.
- Irrigation and watering strategies that aim to:
 - minimise evaporation
 - minimise run-off
 - accurately deliver water.
- Strategies to manage soil integrity, including:
 - appropriate species and planting patterns to minimise wind and water erosion
 - methods for managing nutrients and stages of nutrient cycling.
- Soil testing processes and results interpretation.
- Range of environmental considerations relevant to environmental site audits, including:
 - topography
 - water use
 - waste emissions.
- Format, content and use of audit reports.
- Organisational and site standards, policies and procedures for sustainable forestry practices.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare environmental management strategies, plans and audit reports.
- Worksheets, checklists and other proformas commonly used to conduct an environmental management audit
- Organisational and site standards, policies and procedures for sustainable forestry practices.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5202 Manage forestry information and interpretations programs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5202B Manage forestry information and interpretations programs which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to plan, promote and review forestry information and interpretation programs which can be delivered to internal and external client groups. Programs aim to enhance an understanding of forest growing and management practices.

The unit applies to job roles including Community Liaison Officer, Designer (Manufacturing and Engineered Wood Products), Environmental Planner and Manager, Forest/Timber Harvester, Forest Auditor or Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, Technical Services Manager and Value Recovery Officer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Identify program strategies	1.1 Source information relevant to information and interpretation programs. 1.2 Monitor trends and developments to provide effective information and interpretation programs. 1.3 Evaluate industry trends, client needs, community issues and organisational practices. 1.4 Determine objectives and strategies for information and interpretation programs to meet client groups and organisational needs.
2. Plan information and interpretation programs	2.1 Determine and develop program topics in consultation with appropriate personnel. 2.2 Integrate information and interpretation programs with other relevant organisational programs and activities. 2.3 Determine and document measurable performance indicators to judge program effectiveness. 2.4 Clearly document plan and performance indicators and communicate to appropriate personnel.
3. Promote and monitor information and interpretation programs	3.1 Promote information and interpretation programs to appropriate client groups, in line with documented plan and organisational procedures. 3.2 Establish and implement program monitoring mechanisms. 3.3 Monitor promotional activities in consultation with client groups and appropriate personnel.
4. Evaluate programs	4.1 Evaluate programs against documented plan and objectives and data from monitoring activities 4.2 Analyse programs to verify effectiveness in meeting objectives and to identify future program improvements. 4.3 Prepare recommendations for future programs based on consultation and analysis.

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Oral communication skills to:	<ul style="list-style-type: none"> Hold high-level consultative discussions to generate ideas for and negotiate content of information and interpretation programs.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex information in a range of internal and external source documents to plan information and interpretation programs.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive program plans. Clearly articulate key performance indicators in quantifiable language. Report on effectiveness of programs and potential improvements including rationale for recommendations.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform program content Plan and manage own timing and productivity to plan, implement and evaluate information and interpretation programs.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare program plans, content and promotional material.

Unit Mapping Information

FPICOT5202B Manage forestry information and interpretations programs

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5202 Manage forestry information and interpretations programs

Modification History

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

Performance Evidence

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

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

Knowledge Evidence

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

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

- Ways to express performance indicators in quantifiable language
- Methods to evaluate program effectiveness against plans, aims and performance indicators

Assessment Conditions

The following resources must be made available:

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

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5205 Develop biohazard contingency plans

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5205A Develop biohazard contingency plans which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to develop plans to manage the risk of biohazard incidents involving fungal, viral, bacterial, insect and vertebrate infestations. Plans are developed to ensure hazards are controlled and that any infestation has minimal social, economic and environmental impact. The unit applies to the full scope of forest and wood products industry workplaces and to operations of all sizes.

The unit applies to job roles including Environmental Planners and Managers, Forest/Timber Harvester, Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager and Technical Forester.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Review legal and system requirements	<p>1.1 Identify legal, safety and environmental protection requirements for managing biohazards.</p> <p>1.2 Review traceability chain for biohazard documentation to ensure compliance with appropriate standards.</p> <p>1.3 Evaluate organisational biohazard contingency management practices.</p> <p>1.4 Identify communication protocols for inclusion in the contingency plan.</p>
2. Prepare a contingency plan	<p>2.1 Identify the range of potential biohazards present in organisational operations.</p> <p>2.2 Estimate potential social, economic and environmental impacts of biohazard infestations.</p> <p>2.3 Complete risk assessment for the potential of biohazard infestations.</p> <p>2.4 Develop controls and action plans to limit the spread of infestation in that event; include in the contingency plan.</p> <p>2.5 Review operational procedures to ensure adequate risk controls and contingency plan are in place.</p> <p>2.6 Identify routine infestation treatments and action plans for inclusion in contingency plan.</p> <p>2.7 Incorporate communication protocols in the contingency plan.</p> <p>2.8 Document training and induction processes for workforce involved with the implementation of risk controls.</p>
3. Ensure effectiveness of contingency plan	<p>3.1 Organise support and resources to enable the ongoing functionality of the contingency plan.</p> <p>3.2 Implement continuous improvement processes to ensure plan remains effective and gain approval for changes.</p> <p>3.3 Monitor activities on an ongoing basis to identify potential biohazard incidents and implement changes to plan.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> Calculate complex numerical data to establish economic impacts of biohazard infestations.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex information in a range of internal and external source documents to develop effective biohazard contingency plans.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive biohazard contingency plans in a style and format easily understood by the full scope of organisational employees.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform biohazard contingency plans. Plan and manage own timing and productivity to complete initial and amended plans.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare biohazard contingency plans.

Unit Mapping Information

FPICOT5205A Develop biohazard contingency plans

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5205 Develop biohazard contingency plans

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT5205A Develop biohazard contingency plans which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Develop a comprehensive written plan to manage the risk of biohazard incidents involving fungal, viral, bacterial, insect and vertebrate infestations.
- Incorporate these inclusions in the plan:
 - risk assessment for the potential of biohazard infestations from operational activities
 - estimates of social, economic and environmental impacts of biohazard infestations
 - routine infestation treatments and action plans to avoid infestations
 - controls and action plans which would be used in the event of an infestation to limit the spread
 - training and induction processes to communicate responsibilities for implementing plans.
- Organise required support and resources
- Review plan and incorporate improvements

Knowledge Evidence

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

- Purpose and key content and of applicable commonwealth, state or territory legislation and regulation relevant to managing biohazards and controlling infestations.
- Industry and organisational standards for managing the traceability chain of biohazard documentation.
- Characteristics of a range of potential biohazards present in forest and wood products industry operations, including:
 - fungal hazards
 - viral hazards
 - bacterial hazards
 - insect hazards
 - vertebrate hazards.
- Methods used to control biohazard infestations and limit the spread, including:
 - eradication
 - quarantine
 - fumigation
 - use of pesticides
 - use of biological controls
 - culling of infected plants.
- Economic impacts of biohazard infestations and methods used to estimate monetary losses, including:
 - loss of forest values
 - loss of current markets
 - loss of potential markets
 - damage to trading status.
- Key features of social and environmental impacts of biohazard infestations.
- Purpose, format, content and use of biohazard contingency plans.
- Methods used to train personnel on the content of biohazard contingency plans and their role in implementing it.
- Organisational procedures for documenting and communicating plans.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare a biohazard contingency plan.
- Applicable commonwealth, state or territory legislation and regulations relevant to managing biohazards and controlling infestations.
- Industry and organisational standards for managing the *traceability chain* of biohazard documentation.
- Operational procedures for managing risks of biohazard infestations.
- Worksheets and proformas commonly used to develop, implement, monitor and evaluate a biohazard contingency plan.
- Organisational procedures for documenting and communicating plans.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5206 Implement forestry chain of custody certification system

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5206B which was first released with FPI1 1 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcomes required to manage operational logistics to implement forestry chain of custody certification systems for certified wood and forest products. It can apply to the full scope of forestry industry workplaces and to operations of all sizes.

The unit applies to job roles including Forest/Timber Harvester, Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, and Technical Services Manager.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Confirm system requirements	1.1 Identify key requirements of relevant laws to confirm understanding and ensure consistency of interpretation and application to chain of custody requirements. 1.2 Clarify the relationship between chain of custody certification and forestry certification systems to ensure integration and compatibility of both systems. 1.3 Review traceability chain for documentation to ensure compliance with appropriate standards. 1.4 Review chain of custody certification system manual for applicability to work areas within the organisation.
2. Comply with system requirements	2.1 Arrange internal auditors for chain of custody system and conduct appropriate training. 2.2 Distribute traceability chain records and instruct appropriate personnel on how to enter relevant information. 2.3 Conduct training and induction on chain of custody certification system manual for work areas covered by the chain of custody system. 2.4 Manage chain of custody activities and audits across work areas to minimise non-compliance. 2.5 Report incidents of non-compliance in line with legal and organisational requirements. 2.6 Complete traceability chain records and store in line with chain of custody certification system manual requirements. 2.7 Report inadequacies in chain of custody certification system manual which may contribute to non-compliance.
3. Provide system support	3.1 Incorporate audit recommendations into a system improvement plan to rectify non-compliances and improve processes. 3.2 Contribute to continuous improvement process to ensure system remains effective.
4. Document the operation and monitoring of the system	4.1 Prepare information on system operation and disseminate to relevant internal and external personnel in line with system communication plan. 4.2 Periodically prepare reports on system operation identifying

ELEMENTS	PERFORMANCE CRITERIA
	<p>operational problems and disseminate to relevant internal and external personnel.</p> <p>4.3 Prepare reports on any identified breaches of compliance and disseminate to relevant internal and external personnel.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Oral communication skills to:	<ul style="list-style-type: none"> • Provide clear unambiguous instructions on the chain of custody system and its requirements to the full scope of organisational employees.
Reading skills to:	<ul style="list-style-type: none"> • Interpret complex and sometimes unfamiliar information to ensure compliance with chain of custody certification systems: <ul style="list-style-type: none"> • laws or plain English equivalent documents • Australian Standards • internal system manuals • audit reports.
Writing skills to:	<ul style="list-style-type: none"> • Develop and document comprehensive information in chain of custody records and reports.
Planning and organising skills to:	<ul style="list-style-type: none"> • Source, collect and organise a range of data to inform compliance activities. • Efficiently and logically manage operational logistics for organisational compliance with chain of custody certification systems.
Technology skills to:	<ul style="list-style-type: none"> • Use a computer, keyboard and software to prepare and maintain records and reports.

Unit Mapping Information

FPICOT5206B Implement forestry chain of custody certification system

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5206 Implement forestry chain of custody certification system

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT5206B which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Coordinate all aspects of a chain of custody certification system to ensure **traceability of chain** of custody system documentation and compliance with appropriate standards.
- Develop and deliver one training session for operators in one work area on chain of custody systems and their role in completing and lodging required documentation.
- Develop and deliver internal auditor training to three internal auditors.
- Coordinate all processes for one internal chain of custody certification system audit including:
 - preparation of all required documents
 - responding to audit reports and providing clear evidence of remedial actions taken for non-compliant issues.
- Complete the following reports:
 - system improvement plan for an audit
 - a report on periodic system operation
 - a report on breaches of compliance.

Knowledge Evidence

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

- Purpose and key content and of the Illegal Logging Prohibition Act 2012 or superseding law.
- Purpose and key content of forestry certification standards and systems:
 - Australian Standard (AS) 47072006 Chain of custody for certified wood and forest products
 - Forestry Stewardship Council.
- Contents, at an in-depth level of understanding, and use of the chain of custody systems manual.
- Industry and organisational standards for managing the traceability chain of custody certification system documents.
- Format, content and use of documents and register used for certification, audit and quality purposes, including:
 - timber source documents
 - processing records
 - quality records
 - numbering and labelling documents.
- Internal audit processes, including:
 - purpose of internal audits
 - scheduling requirements for audits
 - role of internal auditors
 - process for preparing and presenting required documents
 - requirements for and methods of responding to non-compliances and process improvements identified by audit.
- Organisational and legal requirements for reporting incidents of non-compliance.
- Format, content and use of the following plans and reports:
 - audit reports
 - system improvement plans
 - reports on system operation
 - reports on breaches of compliance.
- Organisational standards, requirements, policies and procedures for implementing forestry chain of custody certification system.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare chain of custody records and reports.
- Chain of custody systems manual.
- Template documents and register used for certification, audit and quality purposes:
 - timber source documents
 - processing records
 - quality records
 - numbering and labelling documents.
- Documents and proformas commonly used for chain of custody certification systems, including:
 - audit reports
 - improvement plans
 - periodic reports on system operation
 - reports on breaches of compliance.
- Australian Standard (AS) 47072006 Chain of custody for certified wood and forest products.
- Forestry Stewardship Council certification documents.
- Illegal Logging Prohibition Act 2012 or superseding law or plain English documents issued by the government regulator.
- organisational standards, requirements, policies and procedures for implementing forestry chain of custody certification system.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5207 Implement sustainability in the workplace

Modification History

Release	Comment
1	Replace equivalent unit FPICOT5207A Implement sustainability in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcomes required to manage the implementation of sustainability policy and practice. It can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

The unit applies to job roles including Community Liaison Officer, Designer (Manufacturing and Engineered Wood Products), Environmental Planner and Manager, Forest/Timber Harvester, Forest Auditor or Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, Technical Services Manager and Value Recovery Officer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Participate in the review of sustainability practices	1.1 Review existing policies and workplace processes and procedures for incorporation of workplace sustainability practices. 1.2 Provide information to assist in defining scope of workplace sustainability requirements. 1.3 Document recommendations and provide feedback for changes to policies, processes and procedures. 1.4 Provide feedback on draft policy and strategies to effectively integrate sustainability within operational area/s.
2. Prepare for implementation	2.1 Assess sustainability policy and implementation requirements in consultation with appropriate personnel. 2.2 Determine appropriate targets and indicators in consultation with appropriate personnel. 2.3 Determine resource requirements and implementation timelines. 2.4 Identify processes and develop action plans to facilitate policy implementation.
3. Manage the implementation process	3.1 Communicate sustainability policy, changes to processes and procedures, targets and indicators resulting from new sustainability policy. 3.2 Provide support to staff to meet sustainability responsibilities. 3.3 Monitor achievements against action plans and update plans as required. 3.4 Develop processes to continually review effectiveness of sustainability policy and practices.
4. Evaluate implementation of sustainability policy and practice	4.1 Evaluate targets and indicators and assess performance on an ongoing basis. 4.2 Seek feedback from staff on ability to meet targets. 4.3 Evaluate changing trends and consider opportunities for improved sustainability policy and practice.

ELEMENTS	PERFORMANCE CRITERIA
	4.4 Develop reports on evaluation recommending improvements.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Oral communication skills to:	<ul style="list-style-type: none"> Provide clear unambiguous instructions on sustainability policy content, processes, procedures, targets and indicators to operational staff members.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex and unfamiliar sustainability policy, implementation plans and targets and indicators.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive action plans and evaluation reports including rationale for recommended changes to policy.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data about performance against targets. Efficiently and logically manage logistics for implementing sustainability policy and practice.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare and maintain records and reports.

Unit Mapping Information

FPICOT5207A Implement sustainability in the workplace

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5207 Implement sustainability in the workplace

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT5207A Implement sustainability in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Assess the contents of a sustainability policy to:
 - document an implementation plan
 - communicate changes to operational processes and procedures to staff members
 - communicate targets and indicators to staff members
- Monitor workplace achievements against action plan and targets.
- Complete a comprehensive written report evaluating effectiveness of policy and recommended improvements.

Knowledge Evidence

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

- Features, at an in-depth level of understanding, of different aspects of sustainability:
 - economic
 - social
 - environmental.
- Workplace practices that incorporate economic, social and environmental sustainability approaches.
- Impacts of forest and wood products industry production process on the environment and environmental protection practices, at an in-depth level of understanding, for the following:
 - reducing water and energy use
 - cleaning of plant, tools and equipment
 - disposing of, recycling and reusing timber and other waste
 - reducing use of toxic materials and hazardous chemicals.
 - minimising resource use through changes in process, facility design and management
- Content of the sustainability policy
- Operational processes and procedures
- Change management principles and methods for implementing sustainability policy and practices.
- Types of targets and performance indicators for effectiveness of sustainability practices and methods of communicating these to team members.
- Methods to monitor performance against targets.
- Format, content and use of:
 - implementation action plans
 - evaluation reports.
- Organisational procedures for recording and reporting evaluation outcomes.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare and maintain records and reports.
- Documents and proformas commonly used to implement and evaluate action plans.
- Organisational sustainability policy.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5208 Build and maintain community relationships

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5208B Build and maintain community relationships unit which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to build and maintain community relationships. It includes setting parameters for relationships and partnerships, providing information about community engagement and building the community engagement capacity within the organisation. It can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

The unit applies to job roles including Community Liaison Officers, Designer (Manufacturing and Engineered Wood Products), Environmental Planners and Managers, Forest/Timber Harvester, Forest Auditor or Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, Technical Services Manager and Value Recovery Officer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Set parameters for community relationships or partnerships	1.1 Utilise a community engagement framework to assist in analysing and setting parameters for community relationships or partnerships. 1.2 Establish purpose and parameters for various community relationships or partnerships in consultation with relevant community stakeholders. 1.3 Use a range of strategies and opportunities appropriate to both individual and community needs.
2. Provide information relating to community engagement	2.1 Assess current community understandings of the organisation. 2.2 Communicate information about rights and responsibilities of individuals and communities to relevant personnel. 2.3 Communicate opportunities for community involvement in organisational processes and decision making, by using methods appropriate for the diverse needs of the community.
3. Build community engagement capacity	3.1 Tap into informal and formal community networks to strengthen local capital and to ensure ongoing capacity. 3.2 Manage dynamics within and across relationships or partnerships. 3.3 Allocate resources to manage partnerships and community relationships. 3.4 Identify barriers to community engagement and formulate and implement solutions in line with the community context. 3.5 Implement mechanisms for communities to raise their own issues with the organisation, in line with the community context. 3.6 Promote and resource strategies to build community capacity.
4. Document and report on community relationships or partnerships	4.1 Report outcomes of community relationships or partnerships to relevant stakeholders. 4.2 Provide feedback to participants on how the outcomes have informed planning or decision making. 4.3 Review extent of community engagement capacity in light of

ELEMENTS	PERFORMANCE CRITERIA
	outcomes.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Learning skills to:	<ul style="list-style-type: none"> Continually update knowledge of individual and community perceptions and concerns with the organisation's practices.
Oral communication skills to:	<ul style="list-style-type: none"> Interact appropriately with a variety of community partners to explain complex and formal policies. Establish and foster transparent, trusting relationships or partnerships with individuals and communities. Work with diverse communities using a range of communication styles to suit different audiences and purposes.
Writing skills to:	<ul style="list-style-type: none"> Write recommendations and prepare community engagement reports requiring complex language structures and precision of expression. Prepare community engagement information requiring the presentation of complex information, using simple language structures and precision of expression.
Planning and organising skills to:	<ul style="list-style-type: none"> Coordinate community engagement, including relationship building, networking, negotiation, conflict management and risk management. Maintain multiple and potentially conflicting relationships or partnerships.
Problem-solving skills to:	<ul style="list-style-type: none"> Mediate, negotiate and attempt to obtain consensus between parties. Use lateral thinking to provide solutions and overcome barriers to community engagement.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare correspondence with community stakeholders and to prepare organisational reports.

Unit Mapping Information

FPICOT5208B Build and maintain community relationships

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5208 Build and maintain community relationships

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT5208B Build and maintain community relationships unit which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Document a strategy to engage with two different and diverse community groups. The strategy must work within a community engagement framework and cover:
 - characteristics and demographics of the local community
 - organisational opportunities for involvement of a local community
 - constraints and barriers to community engagement.
 - purpose and parameters for the relationship or partnership
 - benefits and constraints for both parties
 - rights and responsibilities of the community groups to engage in organisational decision making processes
 - how consultation and communication will occur between both parties
 - mechanisms for the community groups to raise their own issues with the organisation
 - how the organisation will build the capacity of the community groups to engage in with the organisation.

Knowledge Evidence

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

- Community engagement theory and principles.
- Strategies, practices and techniques for community engagement.
- Relationship and partnership building principles and techniques.
- Communication styles appropriate for establishing and fostering transparent, trusting relationships or partnerships with individuals and communities.
- Leadership principles and the management of community engagement expectations.
- Strategies and processes for consultation with the community.
- Processes of individual advocacy and group advocacy.
- Organisational opportunities for community involvement.
- Constraints and barriers to community engagement.
- Demographic features of the local community, including:
 - socio-economic diversity
 - gender diversity
 - cultural mix
 - household structures
 - education levels
 - political orientations
 - religious beliefs
 - industry and business structures.
- Characteristics of local communities and factors affecting community engagement, such as:
 - dynamics of community
 - community power structures
 - big politics versus community politics (big 'P' v little 'p')
 - collaborations
 - formal and informal community networks, partnerships and lobby groups
 - strength and views publicised by business community and local media organisations.
- Organisational requirements, policies and procedures for the following:
 - building and maintaining community relationships
 - communication and media engagement.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare correspondence with community stakeholders and to prepare organisational reports.
- Access to sources of local community data
- Current journals, Australian and international case studies on community engagement.
- Organisational policies and procedures for building and maintaining community relationships.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT5209 Manage tree harvesting to minimise environmental impact

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5209B Manage tree harvesting to minimise environmental impact which was first released with FPI11 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcomes required to plan and manage tree harvesting to minimise environmental impact and by-product while maximising yields. It applies to a variety of settings including forest environment (native and plantation), agroforestry and farm forestry.

The unit applies to job roles including Environmental Planner and Manager, Forest/Timber Harvester, Forest Planner, Forest Sustainability Manager, Forestry Manager, Plantation Manager, Sustainability Manager, and Technical Forester.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Develop tree harvesting plan	1.1 Analyse workplace health and safety (WHS), environmental and regulatory requirements for the design and operation of harvest activities. 1.2 Research and analyse tree harvesting requirements. 1.3 Consult stakeholders as an integral part of the planning process. 1.4 Identify and calculate available timber. 1.5 Develop tree harvesting plan to ensure maximum yields while minimising environmental impact and by-product. 1.6 Gain approval for plan and inform work teams.
2. Initiate pre-harvesting activities	2.1 Select appropriate personal protective and other equipment and check for operational effectiveness. 2.2 Install or identify buffer zones, protected areas and erosion control measures. 2.3 Acquire resources in line with plan requirements, and estimate equipment and resource requirements. 2.4 Apply for and gain planning permits and access permission.
3. Manage tree harvesting operations	3.1 Manage harvesting operational activities to comply with environmental and organisational requirements. 3.2 Monitor sustainability indicators for compliance with sustainability plan. 3.3 Rectify reported exceptions to work order and tree harvesting plan within legislative and planned timeframes.
4. Review tree harvesting operations	4.1 Report sustainability indicators for all harvesting stages, including pre- and post-harvesting, in line with organisational and contractual requirements. 4.2 Report performance indicators to appropriate stakeholders in line with legislative and contractual requirements. 4.3 Report sufficient feedback to provide data for assistance with planning of future harvesting.
5. Review tree harvesting plan	5.1 Analyse data from tree harvesting operations to assist with planning future harvesting operations.

ELEMENTS	PERFORMANCE CRITERIA
	5.2 Implement techniques to review effectiveness of harvesting operations in maximising yields and minimising environmental impact and by-product. 5.3 Use information to change harvesting plan as required.

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> • Complete a range of complex calculations involving gross and nett spatial areas and volumes of extraction.
Oral communication skills to:	<ul style="list-style-type: none"> • Clearly represent complex harvest plans to others. • Ask open and closed probe questions and actively listen to: <ul style="list-style-type: none"> • engage in a consultative process with others to generate and refine ideas • seek feedback on proposed plan inclusions.
Reading skills to:	<ul style="list-style-type: none"> • Interpret complex and unfamiliar: • regulatory and environmental information affecting harvest plans • local authority zoning and approval documents.
Writing skills to:	<ul style="list-style-type: none"> • Document detailed and accurate harvesting plans and reports. • Complete detailed approval applications.
Planning and organising skills to:	<ul style="list-style-type: none"> • Plan and organise collection of all required information and manage own timing and productivity to complete plans and harvesting operations within deadlines.
Technology skills to:	<ul style="list-style-type: none"> • Use computers and software programs for documenting harvest plans and reports.

Unit Mapping Information

FPICOT5209B Manage tree harvesting to minimise environmental impact

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT5209 Manage tree harvesting to minimise environmental impact

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT5209B Manage tree harvesting to minimise environmental impact which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Develop a comprehensive written tree harvesting plan, to incorporate the following inclusions:
 - sustainability indicators
 - sustainability plan
 - workplace health and safety monitoring systems
 - certification scheme requirements
 - coupe size
 - calculation of available timber
 - key performance indicators
 - human resource requirements, equipment and resource requirement estimates
 - planning permits and access permission requirements
 - staff and contract work orders.
- Manage the harvesting operations according to the harvesting plan.
- Complete a post-harvesting report to include performance against key performance and sustainability indicators.

Knowledge Evidence

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

- Key content and application of applicable commonwealth, state, territory or local government regulations and codes of practice relevant to harvest operations.
- Key content of applicable certification schemes, including:
 - Forest Stewardship Council
 - Australian Forestry Standard
 - ISO standards for environmental and other management systems.
- Land use zoning and land owning approval processes.
- Environmental protection practices for forest settings, including:
 - minimising temporary, short-term, long-term and permanent damage to natural vegetation and landscape
 - soil and water protection
 - safe disposal of waste material
 - cleaning plant, tools and equipment.
- Key sustainability indicators, including:
 - water quality
 - soil condition
 - native flora and fauna protection
 - maintenance of culturally significant landscapes, natural or anthropogenic formations and constructions.
- Principles of harvest planning and format, content and use of plans
- Methods used to calculate gross and net spatial areas and volumes of extraction
- Considerations for determining buffer zones, protected areas and erosion control measures
- Harvesting and extraction methods used to maximise yields while minimising environmental impact and by-product
- Workplace health and safety hazards, risks and control measures
- Organisational standards, policies and procedures for the design and operation of harvest activities, including:
 - workplace health and safety for harvesting operations
 - environmental protection
 - documenting harvesting plans
 - communication reporting lines for plans and reports.

Assessment Conditions

The following resources must be made available:

- Access to a coupe to conduct a harvesting operation
- Computers and software programs used for documenting harvesting plans and reports.
- Applicable commonwealth, state, territory or local government regulations and codes of practice relevant to harvest operations.
- Topographic maps for the site.
- Information on land use zonings and application forms.
- Documents and proformas commonly used for:
 - harvesting plans
 - post-harvesting reports
- Organisational standards, policies and procedures for the design and operation of harvest activities.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6201 Manage community engagement

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6201B Manage community engagement which was first released with FPI11 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcomes required to develop and implement plans for community engagement to achieve sustainable environmental, economic and community benefit.

This unit applies to job roles at a senior management level across the full scope of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Scope need for community engagement	<p>1.1 Develop a community engagement framework to assist in analysing and responding to issues that require community engagement.</p> <p>1.2 Identify organisational issues requiring community engagement and evaluate benefits of engaging community in consultation processes.</p> <p>1.3 Define target community groups in line with identified issues and purpose of engagement.</p> <p>1.4 Evaluate a range of community engagement strategies in line with identified issues and characteristics of target groups.</p>
2. Develop community engagement plan	<p>2.1 Establish purpose and objectives of community engagement in consultation with key stakeholders.</p> <p>2.2 Design community engagement strategies that are relevant, achievable, measurable and flexible to allow for emergence of new ideas and options.</p> <p>2.3 Identify barriers to community involvement, recognising community diversity, and develop strategies to address them.</p> <p>2.4 Embed processes for communication, monitoring, reporting, feedback and evaluation in the plan.</p> <p>2.5 Obtain relevant organisational commitment to and approval of community engagement plan.</p>
3. Implement community engagement plan	<p>3.1 Determine resource requirements and implementation timelines.</p> <p>3.2 Communicate objectives and constraints of engagement to appropriate personnel and allocate resources, roles and responsibilities.</p> <p>3.3 Identify and manage expectations of participants, provide information throughout engagement process and maintain community engagement.</p> <p>3.4 Provide opportunities for individuals and communities to develop their capacity to engage with the organisation.</p> <p>3.5 Implement mechanisms for communities to raise their own issues with the organisation.</p> <p>3.6 Identify barriers to community engagement and formulate and</p>

ELEMENTS	PERFORMANCE CRITERIA
	<p>implement solutions in line with the community context.</p> <p>3.7 Implement feedback methods in line with plan and respond to maximise community participation.</p>
4. Evaluate community engagement plan	<p>4.1 Analyse feedback on quality and effectiveness of engagement strategies from appropriate personnel and community stakeholders.</p> <p>4.2 Evaluate engagement outcomes against purpose and objectives.</p> <p>4.3 Document and share outcomes with community stakeholders and key organisational personnel.</p> <p>4.4 Provide feedback to participants on how the outcomes have informed organisational planning or decision making.</p> <p>4.5 Prepare recommendations for future programs based on consultation and analysis.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Learning skills to:	<ul style="list-style-type: none"> Continually update knowledge of individual and community perceptions and concerns with the organisation's practices.
Oral communication skills to:	<ul style="list-style-type: none"> Interact appropriately with a variety of community groups to explain complex and formal policies. Establish and foster transparent, trusting relationships or partnerships with individuals and communities. Work with diverse communities using a range of communication styles to suit different audiences and purposes.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive plans requiring complex language structures and precision of expression. Prepare community engagement information requiring the presentation of complex information, using simple language structures and precision of expression. Develop comprehensive reports on engagement outcomes including recommendations and rationale for future improvements.
Planning and organising skills to:	<ul style="list-style-type: none"> Coordinate community engagement, including relationship building, networking, negotiation and conflict management. Maintain multiple and potentially conflicting relationships.
Numeracy skills to:	<ul style="list-style-type: none"> Measure performance against engagement principles and indicators. Analyse feedback on quality and effectiveness of engagement strategies. Identify and interpret local community characteristics and demographics
Problem-solving skills to:	<ul style="list-style-type: none"> Mediate, negotiate and attempt to obtain consensus between parties. Use lateral thinking to provide solutions and overcome barriers to community engagement.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare correspondence with community stakeholders and to prepare organisational plans and reports.

Unit Mapping Information

FPICOT6201B Manage community engagement

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6201 Manage community engagement

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6201B Manage community engagement which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- Determine and report on:
 - local community characteristics and demographics
 - key community perceptions and concerns with organisational practice
 - organisational issues requiring community engagement
 - range of benefits of engaging community in consultation processes
 - organisational opportunities for community engagement
 - constraints and barriers to community engagement.
- Develop a community engagement framework to assist in analysing and responding to community engagement issues
- Document two community engagement plans for two different and diverse community groups containing the following information:
 - purpose, objectives and parameters for the community engagement
 - resource requirements and roles and responsibilities of organisational personnel
 - benefits and constraints for both parties
 - community engagement strategies
 - mechanisms for the community groups to raise their own issues with the organisation
 - how the organisation will build the capacity of the community groups to engage with the organisation
 - mechanisms for community feedback and methods of response.
- Implement and evaluate one of the above community engagement plans for the community group or participant sample.

Knowledge Evidence

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

- Community engagement frameworks, including
 - core principles and indicators
 - standards
 - performance rating measures
 - types, methods and levels of engagement
 - communication modes
 - decision making mechanisms
- Key community perceptions and concerns with forest and wood products industry practice.
- Common forest and wood products industry issues requiring community engagement and range of benefits of engaging community in consultation processes.
- Community engagement theory and principles
- Strategies and techniques for community engagement
- Relationship and partnership building principles and techniques.
- Communication styles appropriate for establishing and fostering transparent relationships or partnerships with individuals and communities.
- Leadership principles and expectations management.
- Features, benefits and processes for a range of community engagement and consultation strategies.
- Organisational opportunities for community involvement.
- Constraints and barriers to community engagement.
- Processes of individual and group advocacy.
- Demographic features of the local community, including:
 - socio-economic diversity
 - gender diversity
 - cultural mix
 - household structures
 - education levels
 - political orientations
 - religious beliefs
 - industry and business structures.
- Characteristics of local communities and factors affecting community engagement, including:
 - dynamics of community
 - community power structures
 - big politics versus community politics (big 'P' v little 'p')
 - collaborations
 - formal and informal community networks, partnerships and lobby groups
 - strength and views publicised by business community and local media organisations.
- Organisational requirements, policies and procedures for:
 - community engagement
 - communication and media engagement.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare correspondence with community stakeholders and to prepare organisational plans and reports.
- Information on local community.
- Current journals, Australian and international case studies on community engagement.
- Organisational policies and procedures for community engagement.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6202 Develop and manage a forestry chain of custody certification process

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6202B Develop and manage a forestry chain of custody certification process for the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to develop and manage a system for chain of custody certification for wood and forest products.

This unit applies to job roles at senior management level across the full scope of forestry industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Confirm certification requirements	<p>1.1 Identify key requirements of relevant laws to confirm understanding and ensure consistency of interpretation and application to chain of custody requirements.</p> <p>1.2 Clarify the relationship between chain of custody certification and forestry certification systems to ensure integration and compatibility of both systems.</p> <p>1.3 Investigate each operational area for applicability to certification requirements under law and determine management system options.</p> <p>1.4 Identify organisational requirements for traceability chain of documentation and all other required components.</p>
2. Develop chain of custody certification system	<p>2.1 Design all required components of certification system for effective and efficient operation and document all specifications.</p> <p>2.2 Write a values statement, in consultation with senior managers, that outlines the organisation's commitment to certification.</p> <p>2.3 Develop policies and procedures for completing and maintaining required traceability chain documents.</p> <p>2.4 Develop policies and procedures for meeting reporting requirements.</p> <p>2.5 Develop policies and procedures for auditing processes and managing and documenting breaches.</p> <p>2.6 Document a process for evaluating system effectiveness.</p> <p>2.7 Prepare a chain of custody certification systems manual to compile all documents.</p> <p>2.8 Request authorised external entities to review chain of custody certification system and make any necessary adjustments.</p>
3. Develop chain of custody certification system	<p>3.1 Develop an implementation plan and budget and allocate resources, roles and responsibilities.</p> <p>3.2 Develop strategies for promoting a positive organisational culture at all employee levels to ensure certification system effectiveness.</p> <p>3.3 Appoint internal auditors for chain of custody system and coordinate training.</p> <p>3.4 Develop an induction and training process for auditors, system</p>

ELEMENTS	PERFORMANCE CRITERIA
	<p>managers and operational personnel.</p> <p>3.5 Consult with system managers to ensure effective implementation of certification system.</p> <p>3.6 Prepare operational reports and those for identified compliance breaches and disseminate to relevant internal personnel and external certification authorities.</p>
<p>4. Evaluate system</p>	<p>4.1 Monitor and review operation of certification system in line with system and regulatory requirements.</p> <p>4.2 Analyse audit and other operational data.</p> <p>4.3 Consult with auditors and system managers to seek feedback on operational effectiveness of system.</p> <p>4.4 Make required changes to system based on consultation and analysis.</p> <p>4.5 Prepare reports on review of certification system in line with system and regulatory requirements.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> Develop complex budgets for the implementation of certification systems across organisational operations.
Oral communication skills to:	<ul style="list-style-type: none"> Provide clear and unambiguous information about certification requirements, policies and procedures to system managers. Hold high-level consultative discussions to generate feedback on certification systems and ideas for changes.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex and sometimes unfamiliar information to ensure compliance with chain of custody certification systems: <ul style="list-style-type: none"> laws or plain English equivalent documents Australian Standards audit reports.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive plans requiring complex language structures and precision of expression. Develop and document policies and procedures requiring the presentation of complex information, using simple language structures and precision of expression for use by the full scope of organisational employees.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform compliance activities. Plan and organise collection of all required information and manage own timing and productivity to design and implement certification systems.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare and maintain plans, policies, procedures and reports.

Unit Mapping Information

FPICOT6202B Develop and manage a forestry chain of custody certification process for the workplace

Links

Companion volumes available from the ForestWorks website - <http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6202 Develop and manage a forestry chain of custody certification process

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT6202B Develop and manage a forestry chain of custody certification process for the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Investigate certification requirements for a given forestry industry organisation against:
 - Australian Standard (AS) 47072006 Chain of custody for certified wood and forest products
 - Forestry Stewardship Council standards.
- Develop a chain of custody certification system to meet that organisation's requirements incorporating the following system components and documents:
 - values statement
 - policies and procedures for completing and maintaining traceability chain documents
 - policies and procedures for auditing processes and managing and documenting breaches
 - process for evaluating system effectiveness
 - chain of custody certification systems manual
 - strategies for promoting a positive organisational culture for chain of custody certification
 - implementation plan and budget
 - an induction and training process for auditors, system managers and operational personnel.

Knowledge Evidence

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

- Purpose and key content and of the Illegal Logging Prohibition Act 2012 or superseding law.
- Purpose and key content of forestry certification standards and systems:
 - Australian Standard (AS) 47072006 Chain of custody for certified wood and forest products
 - Forestry Stewardship Council.
- How a chain of custody process fits into forestry certification systems.
- Operational areas and organisational processes that are linked to certification requirements.
- Purpose, common content of and format for all chain of custody system components and documents, including:
 - values statement
 - policies and procedures for completing and maintaining traceability chain documents
 - policies and procedures for auditing processes and managing and documenting breaches
 - process for evaluating system effectiveness
 - chain of custody certification systems manual.
- Format, content and use of documents and register used for certification, audit and quality purposes, including:
 - timber source documents
 - processing records
 - quality records
 - numbering and labelling documents.
- Strategies for promoting a positive organisational culture for chain of custody certification.
- Internal audit processes, including:
 - purpose of internal audits
 - principles of auditing against a standard
 - role of internal auditors
 - requirements for and methods of responding to non-compliances and process improvements identified by audit.
- Organisational and legal requirements for reporting incidents of non-compliance.
- Format content and use of the following reports:
 - periodic reports on system operation
 - audit reports
 - reports on breaches of compliance.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to prepare to prepare and maintain plans, policies, procedures and reports.
- Documents, proformas and register commonly used for certification, quality, audit and reporting, including:
 - timber source documents
 - processing records
 - quality records
 - numbering and labelling documents.
 - periodic reports on system operation
 - audit reports
 - reports on breaches of compliance.
- Australian Standard (AS) 47072006 Chain of custody for certified wood and forest products.
- Forestry Stewardship Council certification documents.
- Illegal Logging Prohibition Act 2012 or superseding law or plain English documents issued by the government regulator.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6203 Develop engineered timber products to meet energy efficient building design needs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6203A Develop engineered timber products to meet energy efficient building design needs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to research and develop engineered timber products to meet the requirements of energy efficient design for residential buildings. It requires high level knowledge of residential building design, building codes and engineered timber design and practice.

The unit applies to job roles including Designer (Manufacturing and Engineered Wood Products) and other senior managers in a timber and wood products production setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
<p>1. Explore commercial opportunities for engineered timber products</p>	<p>1.1 Review Building Codes of Australia (BCA) guidelines and standards relating to climate zones and energy efficiency measures.</p> <p>1.2 Research and evaluate existing information to inform new product development.</p> <p>1.3 Identify gaps in current range of engineered timber products for new products or concepts.</p> <p>1.4 Complete a market analysis using appropriate information sources to determine design and production requirements.</p> <p>1.5 Develop preliminary product concept in line with research findings.</p> <p>1.6 Consult relevant stakeholders on broad parameters for developing product to meet market need.</p>
<p>2. Formulate design concept for products</p>	<p>2.1 Generate ideas for product style to complement design concepts and production requirements.</p> <p>2.2 Use appropriate documentation methods to produce preliminary representation or prototyping of product.</p> <p>2.3 Consult with stakeholders to review and critique design concepts.</p> <p>2.4 Review design concepts to ensure energy efficiency is proven to allow project progression.</p> <p>2.5 Develop business case for realising design including full cost benefit analysis.</p> <p>2.6 Obtain required approvals to progress product development.</p>
<p>3. Develop the product to operational level</p>	<p>3.1 Develop and test product in line with design concepts.</p> <p>3.2 Align product energy efficiency requirements to market analysis.</p> <p>3.3 Implement certification and compliance processes for engineered product and production system.</p> <p>3.4 Develop detailed implementation specifications and present to relevant stakeholders for approval and funding.</p>

ELEMENTS	PERFORMANCE CRITERIA
	3.5 Select and organise production resources in line with design specifications. 3.6 Design quality assurance system in line with organisational procedures. 3.7 Develop and document safe operating procedures for production processes.

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> • Interpret complex energy efficiency ratings in codes and complete complex calculations for designs. • Complete complex calculations for cost benefit analysis.
Oral communication skills to:	<ul style="list-style-type: none"> • Hold high-level consultative discussions to present abstract ideas and generate feedback and ideas on design concepts. • Influence and negotiate desired outcomes with stakeholders.
Reading skills to:	<ul style="list-style-type: none"> • Interpret complex and sometimes unfamiliar information in building codes, guidelines and standards.
Writing skills to:	<ul style="list-style-type: none"> • Develop comprehensive documents requiring complex language structures and precision of expression: <ul style="list-style-type: none"> • business case • quality assurance system • design specifications. • Document safe operating procedures requiring the presentation of precise complex information, using simple language structures for use by production personnel.

Unit Mapping Information

FPICOT6203A Develop engineered timber products to meet energy efficient building design needs

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6203 Develop engineered timber products to meet energy efficient building design needs

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT6203A Develop engineered timber products to meet energy efficient building design needs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Develop two designs for engineered timber products from initial concepts through to operational level; products are to be chosen from the following list:
 - laminated beams
 - laminated veneer lumber (LVL)
 - plywood
 - chipboard
 - hardboard
 - medium density fibre board (MDF)
 - oriented strand board (OSB)
 - laminated or engineered flooring.

Knowledge Evidence

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

- Purpose and key content of the following codes and standards :
 - Building Codes of Australia (BCA) guidelines and standards for climate zones and energy efficiency measures
 - AS/NZ Standards associated with engineered wood products and associated design and construction
 - Forest Certification and Chain of Custody Standards.
- Key components of market analysis, including:
 - need
 - placement
 - financial certainty
 - volume.
- Market issues relevant to engineered wood products engineered wood products and climate zones and applications.
- Theory underpinning development of R-values.
- Timber engineering design principles for energy efficient residential constructions.
- Characteristics of a range of timber species and associated wood based products, their durability and serviceability.
- Key features of product development stages relevant to engineered timber products, including:
 - prototyping
 - testing
 - acquiring and commencing certification
 - gaining approval for infrastructure development
 - establishing production methods and procedures
- Project management processes and tools for developing engineered timber products, including:
 - quality management systems
 - risk assessment systems
 - cost benefit analysis tools
- Purpose, format and common contents of business cases for realising designs, including:
 - capital cost
 - material
 - labour
 - design expenses
 - overheads
 - margin
 - running cost
 - lifecycle analysis
 - market uptake
 - discount and internal rate of return on investment
 - other opportunity cost analysis
- System functions and capabilities of house energy rating software and associated protocols for use.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to document business case, design specifications and safe operating procedures.
- Documents and proformas commonly used for:
 - business cases
 - safe operating procedures for production processes.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6204 Use carbon accounting to estimate emissions

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6204A Use carbon accounting to estimate emissions in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcome required to identify and apply carbon accounting methodologies to develop and analyse a carbon inventory. It applies to senior managers and can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Evaluate context for carbon accounting	1.1 Determine organisational need to quantify stocks, sources and sinks of carbon and other greenhouse gas (GHG) emissions in line with anthropogenic impacts on global climate. 1.2 Investigate mandatory and voluntary obligations for carbon accounting under international conventions and protocols within national context. 1.3 Examine the principles of baseline scenario, leakage and permanence. 1.4 Assess the role of forest and wood products industry in global balance of GHG emissions. 1.5 Establish organisational objective of conducting carbon emission accounting.
2. Identify carbon accounting methodologies and define approach	2.1 Identify and explore methodologies for carbon accounting. 2.2 Examine carbon accounting frameworks. 2.3 Identify protocols for carbon biomass pools including harvested wood products and non-CO2 emissions. 2.4 Establish approach for developing carbon inventory in line with nationally agreed standards.
3. Establish accounting area	3.1 Define organisational and operational boundaries for carbon inventory. 3.2 Determine time period over which carbon emissions will be assessed.
4. Collect data	4.1 Identify emissions and offset sources. 4.2 Determine collection of activity consumption and offset data, based on data availability, analytical capacity and available resources. 4.3 Construct carbon inventory summary table, listing and separating emission sources into correct scopes. 4.4 Include carbon offset sources outside scope in carbon inventory summary table. 4.5 Record available data in separate spreadsheet tabs.

ELEMENTS	PERFORMANCE CRITERIA
	4.6 Research and gather existing secondary and field data for carbon storage sources.
5. Calculate carbon emissions	<p>5.1 Calculate carbon dioxide equivalent emissions consistent with GHG protocol within spreadsheets for each emissions source.</p> <p>5.2 Calculate carbon storage according to standardised methodology for each carbon offset source in the inventory.</p> <p>5.3 Populate carbon inventory summary with calculated emissions and offsets in descending order.</p> <p>5.4 Calculate total emissions for each scope and for removals and offsets.</p> <p>5.5 Calculate sum total of emissions and offsets for inventory.</p> <p>5.6 Estimate change in carbon stock if a baseline exists.</p> <p>5.7 Display emissions by scope and source, using charts or graphs.</p> <p>5.8 Formulate suitable ratio indicator for organisation and calculate value based on total carbon emissions in the summary.</p> <p>5.9 Report value of ratio indicator in carbon inventory summary.</p>

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Numeracy skills to:	<ul style="list-style-type: none"> interpret a range of complex abstract numerical data complete highly technical and complex calculations using equations record abstract data with precision and prepare interpretative charts and graphs.
Reading skills to:	<ul style="list-style-type: none"> interpret highly technical, complex and unfamiliar information within international and Australian protocol and convention documents.
Writing skills to:	<ul style="list-style-type: none"> document clear explanatory notes for calculations.
Planning and organising skills to:	<ul style="list-style-type: none"> source, collect and organise a range of data to inform carbon emission calculations plan and organise collection of all required information and manage own timing and productivity to complete calculations.
Technology skills to:	<ul style="list-style-type: none"> use a computer, keyboard and spreadsheet software to prepare and maintain calculations.

Unit Mapping Information

FPICOT6204A Use carbon accounting to estimate emissions in the workplace.

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6204 Use carbon accounting to estimate emissions

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT6204A Use carbon accounting to estimate emissions in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- For a given forest and wood products industry organisation within any sector:
 - identify mandatory and voluntary obligations for carbon accounting
 - define organisational objectives for participating in carbon accounting processes
 - define boundaries for the carbon inventory
 - select a methodology for carbon accounting calculations for emissions and offsets
- Complete two different carbon accounting calculations for two different time periods in line with the selected methodology and include the following factors:
 - direct greenhouse gas (GHG) emissions
 - indirect GHG emissions
 - on-site and off-site emissions (geographical)
 - upstream emissions
 - downstream emissions
 - full cycle accounting
 - non-CO2 emissions; soil disturbance, fertilisation, biomass combustion

In forest applications also consider the following:

- above ground biomass
- below ground biomass
- dead organic matter - wood, litter
- soil organic matter

Knowledge Evidence

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

- Methods to access, locate and select applicable objectives and key content in relevant international and national conventions, protocols, standards and guidance frameworks, including the following key references:
 - Kyoto Protocol
 - ISO 14000 essentials:
 - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
 - Greenhouse Gas Protocol Corporate Standard
 - Copenhagen Agreement
 - National Greenhouse Accounts (NGA) Factors Workbook
- Key drivers for carbon accounting
- Basic theory of the greenhouse effect and its impacts
- Basic principles of the carbon cycle and influences
- Carbon accounting terminology, frameworks and methods used to calculate carbon emissions and offsets
- Types of emissions and offset sources included in common calculations:
 - Direct GHG emissions
 - Indirect GHG emissions
 - On-site and off-site emissions (geographical)
 - Upstream emissions
 - Downstream emissions
 - Full cycle accounting
 - Non-CO₂ emissions; soil disturbance, fertilisation, biomass combustion
- Sources of secondary data for carbon accounting
 - national statistical agencies
 - research institutes
 - information from sectoral experts
- Organisational and operational boundaries for the carbon inventory
- The full range of organisational emission sources and methods used to select key emission factors for calculations.

Assessment Conditions

The following resources must be made available:

- Computer, keyboard and spreadsheet software to prepare and maintain calculations
- Documents, spreadsheets and commonly used proformas for calculating carbon emissions
- Access to international and national conventions, protocols, standards and guidance frameworks including the following key references:
 - Kyoto Protocol
 - ISO 14000 essentials:
 - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
 - Greenhouse Gas Protocol Corporate Standard
 - Copenhagen Agreement
 - National Greenhouse Accounts (NGA) Factors Workbook

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6205 Prepare an enterprise carbon management report

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6205A Prepare an enterprise carbon management report which was first released with FPI11 Forest and Forest Products Training Package Version 2.2

Application

This unit of competency describes the outcomes required to write a carbon management report for an organisation for dissemination to internal personnel and or external authorities.

It applies to job roles, including senior managers and can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Prepare to write report	<p>1.1 Establish and maintain information management system to manage data over the reporting period.</p> <p>1.2 Review carbon reporting procedures outlined in regulatory or voluntary standards for carbon management.</p> <p>1.3 Determine scope of carbon reporting and relevant audience.</p> <p>1.4 Establish structure and specific objectives for each report heading in line with carbon reporting procedures content mandated by standards or regulatory bodies.</p> <p>1.5 Develop report format and style in line with organisational formats and style guides.</p> <p>1.6 Assess carbon inventory data for completeness, relevance and accuracy.</p>
2. Compile draft report	<p>2.1 Develop report content in line with report format and objectives.</p> <p>2.2 Gather evidence to generate specific findings and recommendations relevant to carbon management principles.</p> <p>2.3 Use appropriate language and ensure content covers the full scope of reporting requirements.</p>
3. Complete final report	<p>3.1 Present draft report to appropriate personnel, seek feedback and amend as required.</p> <p>3.2 Prepare final draft for executive sign-off and distribute to stakeholders.</p> <p>3.3 Name and store documents in line with organisational information management system requirements.</p>

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Numeracy skills to:	<ul style="list-style-type: none"> • Interpret a range of complex abstract numerical carbon inventory data • Accurately transcribe carbon accounting data into reports.
Reading skills to:	<ul style="list-style-type: none"> • Interpret highly technical, complex and unfamiliar information within carbon accounting records and international and Australian protocol and convention documents.
Writing skills to:	<ul style="list-style-type: none"> • Develop and document reports requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	<ul style="list-style-type: none"> • Source, collect and organise a range of data to inform reporting requirements and report contents. • Plan and organise collection of all required information and manage own timing and productivity to complete reports.
Technology skills to:	<ul style="list-style-type: none"> • Use a computer, keyboard and spreadsheet software to prepare and maintain reports.

Unit Mapping Information

FPICOT6205A Prepare an enterprise carbon management report

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6205 Prepare an enterprise carbon management report

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT6205A Prepare an enterprise carbon management report which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- For a given forest and wood products industry organisation within any sector:
 - identify mandatory and voluntary obligations for reporting on carbon management
 - identify content mandated by standards or regulatory bodies
 - develop one report for one specified reporting time period using organisational styles and formats
 - include the following information in the report:
 - content mandated by standards or regulatory bodies
 - organisational drivers for carbon accounting and reporting
 - diagram of organisational and operational boundaries for the carbon inventory
 - organisational emissions sources, offsets and their scope
 - summary carbon inventory table
 - whether or not the organisation's total carbon emissions breach any reporting thresholds
 - financial implications and risks for the organisation of various carbon price signals
 - setting of carbon reduction targets and objectives for the organisation
 - options for the introduction of new carbon management principles
 - recommended actions for reducing organisational greenhouse gas emissions
 - recommended actions for improving carbon accounting and reporting
 - barriers experienced when developing the inventory and report.

Knowledge Evidence

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

- Methods to access, locate and select applicable objectives and key content in relevant international and national conventions, protocols, standards and guidance frameworks, including the following key references:
 - Kyoto Protocol
 - ISO 14000 essentials:
 - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
 - Greenhouse Gas Protocol Corporate Standard
 - Copenhagen Agreement
- Voluntary and mandatory requirements for reporting on carbon management to meet requirements of standards and regulation and required content.
- Key drivers for carbon accounting and reporting.
- Basic theory of the greenhouse effect and its impacts
- Basic principles of the carbon cycle and influences.
- Carbon accounting terminology, frameworks and methods used to report calculations for carbon emissions and offsets.
- Types of emissions and offset sources included in common calculations and reports, including:
 - direct GHG emissions
 - indirect GHG emissions
 - on-site and off-site emissions (geographical)
 - upstream emissions
 - downstream emissions
 - full cycle accounting
 - non-CO₂ emissions; soil disturbance, fertilisation, biomass combustion
- Organisational and operational boundaries for the carbon inventory.
- The full range of organisational emission sources and methods used to select key emission factors for calculations and reports.

In forest applications a person must also be able to demonstrate knowledge of the following as they apply to preparing an enterprise carbon management report:

- above ground biomass
- below ground biomass
- dead organic matter - wood, litter
- soil organic matter

Assessment Conditions

The following resources must be made available:

- Computer, keyboard and software to prepare and maintain reports.
- Access to International and national conventions, protocols and standards:
- Kyoto Protocol
- ISO 14000 essentials:
 - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
 - Greenhouse Gas Protocol Corporate Standard.
- Copenhagen Agreement
- Carbon inventory data for the organisation.
- Organisational formats and style guides for the presentation of reports.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6207 Develop forest management systems and processes

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT6207A Develop forest management systems and processes which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit describes the outcomes required to develop and implement systems for forestry management that meet the requirements for international treaties, conventions and initiatives; and commonwealth, state or territory law.

It applies to senior managers and can apply to a variety of work settings, such as native forests, plantations, agroforestry, farm forestry and operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Determine factors for inclusion in forest management system	1.1 Identify key requirements of relevant laws, international treaties, conventions and initiatives to confirm organisational compliance requirements. 1.2 Quantify range and scope of organisational activities requiring compliance with laws, international treaties, conventions and initiatives. 1.3 Monitor relevant information sources to identify and maintain knowledge of forest management issues. 1.4 Measure and qualify strategic and operational factors impacting on organisational forest management processes. 1.5 Identify strategic priorities and plan implementation to ensure compliance with laws, international treaties, conventions and initiatives.
2. Establish forest management plans and system	2.1 Direct and manage design of organisational forest management system. 2.2 Develop criteria for implementing and maintaining systems for forest management. 2.3 Develop methods for gathering and monitoring forest management information. 2.4 Develop, circulate and maintain feedback systems supporting forest management processes. 2.5 Develop processes for forest management; circulate and obtain sign-off from appropriate personnel.
3. Implement forest management system	3.1 Allocate material and equipment resources to implement systems in line with timelines and budget. 3.2 Assign roles and responsibilities to appropriate personnel and provide information on expected outcomes. 3.3 Coordinate training of personnel to ensure system and quality practices are incorporated into day-to-day work activities. 3.4 Implement feedback methods for determining effectiveness of major elements of forest management system.

ELEMENTS	PERFORMANCE CRITERIA
	3.5 Monitor system compliance of staff and contractors.
4. Monitor and evaluate forest management system	<p>4.1 Monitor forest management systems regularly for compliance with laws, international treaties, conventions and initiatives.</p> <p>4.2 Evaluate information on forest condition and consider system improvements.</p> <p>4.3 Review reports to ensure compliance requirements are consistently implemented and take corrective action as required.</p> <p>4.4 Discuss and analyse feedback for operational effectiveness of system.</p> <p>4.5 Make required changes to system based on consultation and analysis.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> • Manage complex budgets for all system aspects.
Oral communication skills to:	<ul style="list-style-type: none"> • Hold high-level consultative discussions to generate feedback on systems and ideas for changes.
Reading skills to:	<ul style="list-style-type: none"> • Interpret highly complex and unfamiliar information within laws (or plain English equivalent documents), international treaties, conventions and initiatives.
Writing skills to:	<ul style="list-style-type: none"> • Develop system documents requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	<ul style="list-style-type: none"> • Source, collect and organise a range of data to inform system requirements. • Manage own timing and productivity to plan for and implement forest management systems.
Technology skills to:	<ul style="list-style-type: none"> • Use a computer, keyboard and software to create system documents.

Unit Mapping Information

FPICOT6207A Develop forest management systems and processes

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6207 Develop forest management systems and processes

Modification History

Release	Comment
1	<p>Replaces equivalent unit FPICOT6207A Develop forest management systems and processes which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Complete a research project to determine and report on compliance requirements for a given organisation operating in a given forest location covering requirements for:
 - commonwealth, state or territory law
 - local government regulations
 - international treaties, conventions and initiatives.
- Develop a suite of systems and processes to maintain compliance with the identified requirements.

Knowledge Evidence

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

- Objectives and key content of commonwealth, state or territory and local government laws and regulation relevant to forest management, including key areas of:
 - land ownership
 - boundary management
 - environmental management
 - access
 - silviculture
 - harvesting
 - forest protection
- Methods to access, locate and select applicable objectives and key content of international and national treaties, conventions and initiatives relevant to forest management, the following key references:
 - Australian Standard for Sustainable Forest Management AS4708 endorsed by PEFC
 - Forest Stewardship Council (FSC) Certification
- Factors to be considered in assessing forest management issues inherent to different types of forests.
- Forest management issues that impact on the organisation and its practices.
- Scope of forest operations and activities of the organisation, including:
 - operations in national parks
 - other operations on public land
 - operations on private land
 - timber growing and harvesting
 - fire management
- Strategic and operational factors impacting on organisational forest management processes and decision making, including:
 - fire management planning
 - flora and fauna planning
 - planning for environmental protection and monitoring
 - regulatory compliance issues
 - compliance with international treaties, conventions and initiatives
 - location and nature of sites
 - organisational policy and operational guidelines
 - public liabilities and exposure to risk
 - risk-management strategies and policies
- Financial and business administration principles relevant to organisational needs.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards and software used to create system documents.
- Commonwealth, state or territory laws and local government regulations (or plain english documents issued by regulators) relevant to forest management.
- International treaties, conventions and initiatives relevant to forest management.
- Publications and journals relevant to forest management.

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

Assessor requirements

Assessors must:

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

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6208 Manage innovative thinking and practice in the forest and wood products industry

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to implement and continuously improve innovative thinking and practice in any forestry industry context and to operations of all sizes.

It applies to job roles including managers who oversee business areas, processes or teams and they may use innovative thinking and practice to advance business processes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

<p>ELEMENTS</p> <p><i>Elements describe the essential outcomes.</i></p>	<p>PERFORMANCE CRITERIA</p> <p><i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i></p>
<p>1. Identify opportunities to stimulate innovative thinking and creativity</p>	<p>1.1 Integrate and apply current innovative practice and organisational trends to the development of experiences for innovative thinking and creativity in an organisation.</p> <p>1.2 Analyse operational issues and conditions as a stimulus for innovative thinking and creativity.</p> <p>1.3 Identify opportunities to initiate and manage individual and collective innovative thinking and creativity activities based on operational analysis.</p> <p>1.4 Apply workplace methods and tools for generating new ideas and innovative thinking.</p>
<p>2. Manage innovative practices</p>	<p>2.1 Review, challenge and refine own management style and practice to model and support innovation.</p> <p>2.2 Determine operational requirements needed to promote sustainable innovative practices.</p> <p>2.3 Identify and allocate appropriate resources for implementing innovation.</p> <p>2.4 Provide opportunities for innovative change and knowledge transfer.</p> <p>2.5 Identify and address barriers to individual and collective innovative thinking and creativity.</p> <p>2.6 Manage risks associated with encouraging innovative practice.</p>
<p>3. Develop and support a culture of innovation</p>	<p>3.1 Provide written and oral information about innovative practices, processes and products.</p> <p>3.2 Provide opportunities to encourage creative thinking techniques that foster personal and team innovation.</p> <p>3.3 Capture and share innovative ideas and practices.</p> <p>3.4 Foster consultation, communication and team development approaches that support innovative thinking.</p> <p>3.5 Implement management strategies that support a workplace culture of innovation.</p>

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Learning skills to:	<ul style="list-style-type: none"> Identify current innovative practice and organisational trends Identify and manage innovative thinking and creativity activities Challenge and develop own management style and innovative practices. Encourage and foster innovative thinking and creativity in others
Oral communication skills to:	<ul style="list-style-type: none"> Hold consultative discussions with operational personnel to explore issues, generate ideas for innovative organisational practice. Use appropriate language and communication skills to facilitate discussions Provide information about innovative practices, processes and products
Reading skills to:	<ul style="list-style-type: none"> Identify current innovative practice and organisational trends Compare and contrast information relating to innovative thinking and practice Analyse a range of complex organisational documents to identify operational issues and conditions relevant to innovative workplace practice.
Numeracy skills to:	<ul style="list-style-type: none"> Extract and interpret varied operational data from a range of documents
Written skills to:	<ul style="list-style-type: none"> Provide information about innovative practices, processes and products

Unit Mapping Information

No equivalent unit.

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6208 Manage innovative thinking and practice in the forest and wood products industry

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- For a given individual business area with a forestry industry organisation (within any sector), complete a research project to investigate:
 - key concepts and theories relating to business innovation and creativity
 - a range of workplace methods and tools for generating new ideas and innovative thinking
 - organisational trends shaping current and future approach to innovative practice
 - operational issues that impact on innovative practices
 - operational opportunities for individual and collective innovative thinking and creativity
 - a range of risks associated with encouraging operational personnel to participate in innovative practice
 - how the individual business area's core business and size will impact on ability to use innovative practices
- Based on research findings, develop and document development approaches and strategies, tailored to the individual business area, to implement innovative practices for the business unit.

Knowledge Evidence

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

- Objectives and key content of commonwealth, state or territory laws for copyright, trademarks and intellectual property.
- Key concepts and theories relating to innovative thinking, practice and creativity.
- Relationship between theory on innovation and creativity, and applied practice.
- Theories, processes and practice of business unit transformation and change management.
- Typical operational challenges and barriers to innovation within individual business areas and methods to overcome.
- How the individual business area's core business and size will impact on ability to use innovative practices.
- Processes for promoting innovative thinking and practice within an individual business area.
- Common risks associated with encouraging operational personnel to participate in innovative practice.
- Technological developments affecting operational innovation.
- The way that different management styles impact on innovation in organisations.
- Specific management approaches that foster innovation.
- Workplace methods and tools for generating new ideas and innovative thinking.

Assessment Conditions

The following resources must be made available:

- Research material, reports, journals on organisational innovative practice.
- Workplace tools for generating new ideas and innovative thinking.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT6209 Manage forest and wood products industry research

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use applied research to improve individual, team and organisational performance in the forest and wood products industry. It involves managing research activities and using techniques that provide quality information as a basis for organisational decision making.

The unit applies to senior managers across a range of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Construct an applied research strategy	1.1 Clarify and confirm applied research purpose and needs of target group or subject. 1.2 Analyse and make allowance for factors affecting data reliability and validity. 1.3 Select suitable technology and services to support data collection and analysis. 1.4 Develop applied research strategy and hypothesis in line with available tools and resources. 1.5 Incorporate relevant research ethics and codes of conduct into strategy
2. Implement research strategies	2.1 Implement applied research strategy in line with research requirements and organisational policies and procedures 2.2 Collect and maintain data in a systematic manner. 2.3 Access appropriate sources of information relevant to research. 2.4 Optimise relevance of research by collecting relevant data and using analysis tools as appropriate.
3. Assess findings	3.1 Review data and research findings for validity and reliability. 3.2 Examine relevance of findings against original research strategy. 3.3 Evaluate how research findings can contribute to organisational decision making. 3.4 Present research findings to support organisational decision making in a style and format appropriate to audience needs. 3.5 Evaluate need for further research.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

<i>This section describes those core and employment skills that are essential to performance and</i>	
Reading skills to:	<ul style="list-style-type: none"> Interpret complex and unfamiliar information from a range of sources.
Writing skills to:	<ul style="list-style-type: none"> Develop research reports requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	<ul style="list-style-type: none"> Manage own timing and productivity to plan and implement a research strategy
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to collect and file research data and prepare research reports.

Unit Mapping Information

No equivalent unit

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT6209 Manage forest and wood products industry research

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. They must be able to provide evidence that they can, for a given organisation, develop, implement and assess at least one research strategy that provides quality information as a basis for organisational decision making to improve individual, team or organisational performance.

The research focus may be self-identified or provided as an existing applied research need.

- Document a research strategy, including the following information:
 - purpose of the research
 - specific research questions or hypotheses
 - valid population or sample size
 - description of the geographical, cultural, social or institutional context within which the research will be carried out
 - data collection methods
 - factors affecting data reliability and validity
 - analysis of the limitations to research.
- On completion of the data collection and analysis, write a report including the following:
 - purpose of the research
 - specific research questions or hypotheses
 - population or sample size
 - data collection methods
 - research findings
 - utility and relevance of research results
 - recommendations arising from research results.

Knowledge Evidence

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

- Purpose and key content of applicable commonwealth, state or territory privacy laws as they relate to handling and storing data and publicising information.
- Purpose and key content of research codes of conduct.
- Ethical considerations for analysing data and presenting findings based on evidence.
- A range of data collection methods for conducting primary and secondary research.
- Applied research techniques, tools and data storage methods.
- Organisational processes for disseminating information on operation of research to optimise input.
- Organisational policies and procedures for conducting applied research.
- Organisation styles and formats for presenting reports.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to collect and file research data and prepare research reports.
- Organisational formats and style guides for the presentation of reports.
- Organisational policies and procedures for conducting applied research.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT8101 Lead forest and wood products industry innovative thinking and practice

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to initiate and lead innovation in any forest and wood products industry context. Each organisation's thinking and practice will be different depending on its core business, purpose, size and complexity.

This unit applies to job roles including senior managers who may use innovative thinking and practice to advance business processes and contributions to organisational strategies, business plans and goals.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Generate innovative thinking and creativity	<p>1.1 Research trends and conditions shaping organisation's current and future thinking and practice.</p> <p>1.2 Evaluate drivers, enablers and issues that impact on individual and collective innovative thinking and creativity.</p> <p>1.3 Introduce techniques and tools that foster and promote creative thinking, new ideas and innovative knowledge transfer.</p> <p>1.4 Establish an environment conducive to innovative thinking and creativity</p>
2. Lead innovative practices	<p>2.1 Develop and refine a transformational leadership style to set new direction and sell the adoption of innovative practices.</p> <p>2.2 Initiate and promote innovative practices, processes and products appropriate to organisational mission and business philosophy.</p> <p>2.3 Identify, evaluate and manage risks associated with encouraging innovation across the organisation.</p> <p>2.4 Establish conditions necessary for others to implement and manage innovative practices.</p>
3. Generate and support a culture of innovation	<p>3.1 Inspire and motivate others to strive for innovative achievement</p> <p>3.2 Establish the conditions necessary to empower others and effect change</p> <p>3.3 Encourage, develop and shape cultural beliefs, norms and behaviours that support open sharing of innovative ideas and practices</p> <p>3.4 Devise and execute organisational strategies that foster a workplace philosophy of innovation.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Learning skills to:	<ul style="list-style-type: none"> • Critically evaluate own leadership style and innovative practices. • Monitor and refine leadership style • Access and evaluate complex information from a range of sources and using a range of methods • Identify organisational issues and conditions • Facilitate creative problem solving
Oral communication skills to:	<ul style="list-style-type: none"> • Hold high-level consultative discussions to generate ideas for innovative organisational practice. • Influence and persuade others • Inspire and motivate others • Promote innovation and transformational change • Articulate vision and convey leadership attributes
Reading skills to:	<ul style="list-style-type: none"> • Analyse a range of complex research to evaluate and extract information on trends in innovative workplace practice. • Research techniques and tools for innovation
Writing skills to:	<ul style="list-style-type: none"> • Communicate vision and promote innovative practices, processes and products • Structure communications to address purpose and audience through clear and persuasive messages
Numeracy skills to	<ul style="list-style-type: none"> • Investigate and analyse trends and data related to innovation • Evaluate organisational data

Unit Mapping Information

No equivalent unit

Links

Companion volumes available from the ForestWorks website - <http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT8101 Lead forest and wood products industry innovative thinking and practice

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- Critically evaluate and develop own transformational leadership style
- Research and evaluate trends, conditions and issues relating to innovation
- Evaluate organisational factors and risks associated with the adoption of innovative practices and development of a culture of innovation
- Introduce techniques, tools and conditions that innovative thinking and creativity
- Initiate and promote innovative practices, processes and products
- Facilitate others to implement and manage innovative practices.
- Inspire, motivate and empower others through leadership behaviours
- Implement strategies that develop and shape a culture of innovation

Knowledge Evidence

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

- Objectives and key content of commonwealth, state or territory laws for copyright, trademarks and intellectual property.
- Current and past theories relating to organisational innovation and creativity.
- Relationship between theory on innovation and creativity, and applied practice.
- Factors that impact on creativity and innovation
- Features and characteristics of a creative and innovative environment
- Theories, processes and practice of organisational transformation and change management.
- Fundamentals of organisational culture and strategies for fostering a workplace culture of innovation
- Leadership styles and the ways they impact on innovation in organisations
- Specific leadership styles that foster innovation including theories and practice of transformation leadership
- Typical strategic challenges, barriers and risks associated with innovation within organisations and methods to establish conditions for innovation.
- How an organisation's core business, size and mission statement will impact on ability to use innovative practices.
- Motivation theory and practice in relation to leading innovation.
- Processes, techniques and tools for promoting innovative organisational thinking and practice.
- Common risks associated with operating an organisation that encourages innovation for the full scope of employees.
- Developments affecting organisational innovation, including:
 - social
 - political
 - economic
 - technological.

Assessment Conditions

The following resources must be made available:

- Research, reports, trade journals and other material on organisational innovative practice.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPCOT8102 Initiate and lead a forest and wood products industry innovation

Modification History

Release	Comment
1	New unit. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to develop, validate and implement an innovation project to improve individual, team and/or organisational performance in the forest and wood products industry.

The unit applies to senior managers across a range of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Develop the innovation concept	1.1 Clarify and confirm the need for innovation and needs of users. 1.2 Design the innovation to meet user needs. 1.3 Determine organisational policies and procedures for the innovation.
2. Plan the innovation	2.1 Prepare a project plan documenting project stages, tasks, milestones and resources required to develop and implement the innovation. 2.2 Evaluate project barriers and develop a risk management strategy. 2.3 Establish criteria for evaluating project outcomes and deliverables.
3. Validate the innovation	3.1 Establish conditions and requirements for innovation trial. 3.2 Provide innovation specifications and implementation support. 3.3 Coordinate the innovation trial. 3.4 Analyse and report feedback to appropriate personnel. 3.5 Analyse validation feedback and coordinate required changes.
4. Implement the innovation	4.1 Determine logistics for implementing the innovation. 4.2 Implement innovation and monitor progress. 4.3 Recommend changes as required to achieve quality standards. 4.4 Manage and review the implementation process and provide reports to appropriate personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

<i>This section describes those core and employment skills that are essential to performance and</i>	
Writing skills to:	<ul style="list-style-type: none"> Develop project plans requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	<ul style="list-style-type: none"> Manage own timing and productivity to manage a project to introduce an innovation.
Numeracy skills to:	<ul style="list-style-type: none"> Schedule dates and milestones, calculate resource quantities and costs, present mathematical information in graphs and tables, evaluate and record data
Communication skills to:	<ul style="list-style-type: none"> Explore innovation issues and problem solve in a range of contexts Present information about the innovation in a persuasive manner Influences and negotiates with a range of internal and external stakeholders in the implementation and adoption of the innovation Demonstrate an understanding of the different stakeholder perspectives

Unit Mapping Information

No equivalent unit

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPCOT8102 Initiate and lead a forest and wood products industry innovation

Modification History

Release	Comment
1	<p>New unit. This is the first release of this unit in the new standards format.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including ‘Required Skills and Knowledge, Evidence Guide and Range Statement’.</p>

Performance Evidence

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

- For a given forest and wood products industry organisation within any sector, manage one project to develop, plan, validate and implement an innovation for the improvement of individual, team and/or organisational performance. The innovation “need” may be supplied to the candidate or self-identified.
- For that project, develop a comprehensive project plan.

Knowledge Evidence

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

- Innovation requirements, including:
 - objectives
 - design deliverables
 - quality standards.
- Methods used to trial innovations, including any of the following:
 - focus group
 - pilot project
 - feasibility assessment
- Key components of project management, including:
 - planning
 - risk management strategies
 - implementation and monitoring
 - review of outcomes.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers, software and other resources used to prepare budgets, document and record policies and project plans
- Documents, spreadsheets and proformas commonly used to develop, plan, validate and implement an innovation, such as:
 - worksheets
 - recording and data collection sheets
 - policies and procedures.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPFGM5217 Promote plantations as a sustainable form of land use

Modification History

Release	Comment
1	Replaces superseded equivalent FPIFGM5217A Promote plantations as a sustainable form of land use which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to develop, implement, monitor and review a program to promote plantations to stakeholders and the general community, including the environmental and sustainability benefits of plantations compared to other forms of land use.

The unit applies to job roles including Community Liaison Officer, Designer (Manufacturing and Engineered Wood Products), Environmental Planner and Manager, Forest/Timber Harvester, Forest Auditor or Forest Planner, Forest Sustainability Manager, Forestry Manager, General Manager, Plantation Manager, Sustainability Manager, Technical Forester, Technical Services Officer, Technical Services Manager and Value Recovery Officer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Identify target market	1.1 Define program need, purpose, objectives and outcomes in consultation with stakeholders. 1.2 Evaluate potential of program to appeal to a range of markets. 1.3 Identify benefits and costs of targeting specific audiences. 1.4 Establish markets to be targeted in consultation with appropriate personnel.
2. Plan promotions program	2.1 Identify timeline and budget and obtain necessary approvals from appropriate personnel. 2.2 Select range of appropriate promotional modes and methods to reach target markets. 2.3 Develop tools and resources appropriate to modes and methods of program promotion and obtain necessary approvals for promotional activities. 2.4 Clearly document plan and communicate to appropriate personnel.
3. Implement promotions program	3.1 Obtain and coordinate required resources to implement promotions program. 3.2 Provide program schedule tools and resources to appropriate personnel. 3.3 Establish processes to monitor program quality.
4. Evaluate programs	4.1 Evaluate programs against documented plan and objectives. 4.2 Analyse programs to verify effectiveness in meeting objectives and to identify future program improvements. 4.3 Prepare recommendations for future programs based on consultation and analysis.

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Oral communication skills to:	<ul style="list-style-type: none"> Hold high-level consultative discussions to generate ideas for and negotiate content of promotional programs.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex information in a range of internal and external source documents to evaluate and establish target markets.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive program plans. Report on effectiveness of programs and potential improvements including rationale for recommendations.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform program content. Plan and manage own timing and productivity to plan, implement and evaluate promotional programs.
Numeracy skills to:	<ul style="list-style-type: none"> Calculate promotional costs Develop timelines and budgets
Technology skills to:	<ul style="list-style-type: none"> use a computer, keyboard and software to prepare program plans and reports.

Unit Mapping Information

FPIFGM5217A Promote plantations as a sustainable form of land use

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPFGM5217 Promote plantations as a sustainable form of land use

Modification History

Release	Comment
1	<p>Replaces superseded equivalent FPIFGM5217A Promote plantations as a sustainable form of land use which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Develop individual promotional programs to communicate the benefits of tree plantations as an alternative land use, to each of the following targeted stakeholder groups:
 - landholders
 - local government councils
 - general public.
- For each of the above programs, develop and document materials which provide advice on the following range of matters relating to plantation management:
 - objectives of plantation establishment
 - species selection
 - plantation designs
 - establishment techniques
 - silvicultural regimes
 - maintenance
 - fire protection
 - market opportunities.
- For each of the above programs, choose at least two promotional methods from the following list that are suitable to the audience and document plans for delivery of promotions:
 - literature
 - self-help material
 - field demonstrations
 - field inspections
 - lectures
 - workshops
 - field days
 - brochures
 - information sessions
 - individual consultations
 - multimedia material.
- Evaluate the effectiveness of one of the above promotional programs and complete a report including recommendations for improving future programs.

Knowledge Evidence

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

- A range of matters relating to plantation management around which promotions can be designed, including:
 - objectives of plantation establishment
 - species selection suitable for plantation establishment for a range of soil types and climates
 - plantation designs
 - plantation establishment techniques
 - silvicultural regimes suitable for a range of plantation types
 - maintenance
 - fire protection and suppression in plantations.
- Harvesting methods suitable for a range of plantation types.
- Market opportunities for plantation products and carbon storage.
- Role of wood or waste products in generating renewable energy through biomass.
- Effects of plantation on soils, water quality, water quantity and biodiversity compared to other land uses.
- Levels of use of fertilisers, herbicides, insecticides and other chemicals compared to other land uses.
- Socioeconomic impacts of plantations on rural communities.
- Use and demand for plantation products nationally and internationally.
- Economic benefits of plantations compared to other land uses.
- Features, benefits and practical application of promotional methods commonly used to promote plantations, including:
 - self-help material
 - field demonstrations
 - field inspections
 - lectures
 - workshops
 - field days
 - brochures
 - information sessions
 - individual consultations
 - multimedia material.
- Approvals required for promotional activities:
 - permits, approvals and licences relating to use of resource material
 - use of existing plantations for demonstration purposes.
- Methods to evaluate program effectiveness against plans and objectives.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to document plans and reports.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPFGM5219 Undertake carbon stock sampling of forests and plantations

Modification History

Release	Comment
1	Replaces superseded equivalent unit FPIFGM5219 Undertake carbon stock sampling which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to assess forests and plantations for current and future carbon stocks, including the use of growth modelling techniques to estimate future stocks. Work is completed in a variety of settings including native forest environments, hardwood or softwood plantations and agroforestry and farm forestry.

The unit applies to job roles including Forest Auditor, Forest Planner, Environmental Manager, Environmental Planner Forest Sustainability Manager And Sustainability Manager.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Plan for carbon stock sampling activities	1.1 Confirm purpose, objectives and scope of sample collection activity through stakeholder discussions and consultations. 1.2 Conduct desktop study of existing forests and plantations. 1.3 Design measurement program and confirm sampling site locations and where required, obtain approval for site access. 1.4 Evaluate characteristics of sites for impact on sampling and testing method. 1.5 Determine and arrange human and physical resource requirements.
2. Prepare for carbon stock sampling activities	2.1 Locate forests and plantations using site maps and plans and identify areas for sampling. 2.2 Complete administrative requirements, arrange contractors and obtain approvals in line with organisational procedures. 2.3 Complete a risk assessment for the sample site and activities.
3. Conduct carbon stock sampling collection	3.1 Inspect and test sampling equipment to ensure operational effectiveness. 3.2 Coordinate sampling activities at sites prior to commencement of and during the work activity. 3.3 Conduct surveys and sampling in line with organisational safety procedures. 3.4 Record results of samples and surveys, in line with sampling plan. 3.5 Monitor sampling activities on a regular basis against sampling plan, and implement modifications or improvements as required.
4. Interpret results	4.1 Estimate forest carbon stocks from collected data. 4.2 Review data against assessment program in line with organisational procedures. 4.3 Analyse data to determine effectiveness of assessment. 4.4 Prepare recommendations for future programs based on analysis.

ELEMENTS	PERFORMANCE CRITERIA
	4.5 Record and report assessment processes and improvement suggestions to appropriate personnel.
5. Use growth models to predict biomass and carbon stocks	5.1 Select appropriate growth model. 5.2 Predict biomass growth and carbon stocks from data assessments and incorporate in growth model. 5.3 Analyse data to determine comparability of predicted forest carbon stocks to current available data.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Numeracy skills to:	<ul style="list-style-type: none"> • Interpret numerical data and symbols on maps. • Collect, analyse and record complex statistical data. • Identify and extract relevant information from complex diagrams, graphs and charts. • Use complex numerical modelling calculations to predict biomass growth and carbon stock growth.
Reading skills to:	<ul style="list-style-type: none"> • Interpret complex information in a range of internal and external source documents to plan for sampling activities.
Oral communication skills to:	<ul style="list-style-type: none"> • Hold high-level consultative discussions to generate ideas for and negotiate purpose, objectives and scope of sampling program.
Writing skills to:	<ul style="list-style-type: none"> • Prepare detailed and accurate reports involving qualitative and quantitative content where precise meaning is required. • Report on effectiveness of programs and potential improvements including rationale for recommendations.

Unit Mapping Information

FPIFGM5219 Undertake carbon stock sampling of forests and plantations

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPFGM5219 Undertake carbon stock sampling of forests and plantations

Modification History

Release	Comment
1	<p>Replaces superseded equivalent unit FPIFGM5219 Undertake carbon stock sampling which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Design two measurement programs for two individual sites to calculate current and expected biomass and carbon stocks of:
 - trees above and below ground
 - other vegetation
 - litter layer
 - soil.
- Complete survey and sampling activities for one of those sites using the measurement plan designed.
- Record and analyse all data collected for the site, estimate current carbon stocks, select a growth model and predict and document biomass growth and carbon stocks.
- Complete a report on survey and sampling activities recommending improvements for future processes.

Knowledge Evidence

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

- Requirements for obtaining permits and licences for site sampling activities and the authority from whom approval must be obtained.
- Characteristics and growth habits of local vegetation.
- Soil characteristics and topography of local area.
- Purpose, features and application of measurement programs used to calculate current and expected biomass and carbon stocks of the following:
 - trees above and below ground
 - other vegetation
 - litter layer
 - soil
 - wood products.
- Data collection and sampling methods for estimating carbon stocks.
- Statistical analysis techniques applicable to biomass and carbon assessments.
- Methods used to predict biomass growth and carbon stock growth, specifically the use of growth models.
- Purpose, features and operation of survey and assessment equipment and tools, including:
 - geographic information systems
 - interpretation of topographic maps and aerial photography
- Organisational procedures specific to carbon stock sampling, including:
 - workplace health and safety with particular emphasis on risk assessment and control
 - communication reporting lines
 - recording and reporting sampling data.

Assessment Conditions

The following resources must be made available:

- topographic maps
- aerial photography
- geographic information systems
- documents and commonly used proformas for recording sampling data
- organisational procedures for carbon stock sampling.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPFGM6201 Plan a biochar storage system for carbon capture and storage

Modification History

Release	Comment
1	Replaces superseded equivalent FPIFGM6201B Plan a bio-char storage system for carbon capture and storage, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to implement a bio-char storage system at senior management or project management level in forest/farm forest, sawmilling or timber treatment settings.

The unit applies to job roles covering project, sustainability or environmental management.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Forest Growing and Management
Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Assess bio-char carbon storage system feasibility	1.1 Research bio-char carbon storage systems. 1.2 Explore organisational need for bio-char carbon storage system and investigate context of requirements through consultation. 1.3 Investigate context of bio-char carbon storage system and clarify requirements with appropriate personnel. 1.4 Identify and document user requirements and environmental parameters. 1.5 Investigate bio-char carbon storage system options and identify installation, operation and maintenance requirements. 1.6 Make recommendations about need for and appropriate type of system based on findings.
2. Determine facility requirements	2.1 Select feed stock for bio-char process and calculate amount that can be obtained for pyrolysis. 2.2 Select method of pyrolysis based on feed stock and appropriate outputs. 2.3 Estimate costs of transporting liquid and solid by-products. 2.4 Assess amount of material to be processed and consider ability to feed into power grid. 2.5 Determine process conditions.
3. Design a bio-char carbon storage facility	3.1 Design facility to provide optimal conditions for carbon storage. 3.2 Identify and address legal requirements or government regulations impacting on proposed facility. 3.3 Document design specification and communicate relevant information. 3.4 Review overall operation and output of proposed facility for economic sustainability in line with long-term direction and purpose of organisation.
4. Plan implementation of bio-char carbon storage	4.1 Develop construction plan in line with accepted design principles.

ELEMENTS	PERFORMANCE CRITERIA
facility	<p>4.2 Evaluate internal resource abilities and determine requirement for external expertise.</p> <p>4.3 Record material, resource and supply provision requirements based on construction plan.</p> <p>4.4 Estimate labour requirements based on work plans and schedules.</p> <p>4.5 Calculate operating expense budget, indicating input and output costs applicable to proposed facility.</p>

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Numeracy skills to:	<ul style="list-style-type: none"> • Complete a range of highly technical and complex calculations involving input and output volumes. • Develop complex budgets for the construction of bio-char storage systems.
Oral communication skills to:	<ul style="list-style-type: none"> • Hold high-level consultative discussions to generate ideas for and negotiate requirements for bio-char storage systems.
Reading skills to:	<ul style="list-style-type: none"> • Interpret complex information in a range of internal and external source documents to evaluate and establish bio-char storage system feasibility.
Writing skills to:	<ul style="list-style-type: none"> • Document complex information on feasibility of constructing bio-char systems including detailed recommendations. • Document complex data in design specifications and construction plans.
Technology skills to:	<ul style="list-style-type: none"> • Assess, design and implement a bio-char storage systems

Unit Mapping Information

FPIFGM6201B Plan a biochar storage system for carbon capture and storage

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPFGM6201 Plan a biochar storage system for carbon capture and storage

Modification History

Release	Comment
1	<p>Replaces superseded equivalent FPIFGM6201B Plan a bio-char storage system for carbon capture and storage, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Conduct a feasibility study for the design and construction of a bio-char carbon storage for one of the following users:
 - harvesting operators
 - forest owners
 - sawmill operators
 - timber processing and manufacturing facilities
 - industries supplying feedstock
 - government departments and councils
 - agricultural businesses
- Complete a report recommending the optimum type of system to meet the user's needs including the method of pyrolysis.
- Develop design specifications, a construction plan and budget for building the facility.

Knowledge Evidence

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

- Purpose and content, at an in-depth level of understanding, of mandated and voluntary industry codes of practice for operating bio-char storage systems.
- Carbon marketing principles.
- Quality management systems for chemical production.
- Fundamental principles of chemistry as they apply to the operation and stability of bio-char facilities.
- Features and uses of environmental protection monitoring systems associated with a bio-char facility.
- Common user needs and requirements for bio-char storage systems, including:
 - by-products of a pyrolysis system
 - waste management options
 - carbon sequestration priorities
 - land management priorities
 - development priorities
 - investor interests
 - financial returns
 - environmental outputs
 - social responsibility
 - sustainability
 - input usage
- Meaning of pyrolysis, differing methods and benefits of each, including:
 - slow pyrolysis
 - fast pyrolysis
 - intermediate pyrolysis
 - carbonisation
 - gasification
- Types of feedstock used for bio-char processes, characteristics and range of outputs associated with each, including:
 - wood products, including:
 - harvesting residues
 - green mill residue
 - dry mill residue
 - residue from other wood fibre processing operations
 - agricultural waste
 - crops grown for the consumption of bio-char plants
 - manure and waste from intensive animal farming systems
 - municipal waste
- Process conditions for bio-char systems, including:
 - temperature
 - residence time
 - heating rate
 - feed stock preparation
- Format, content and use of design specifications and construction plans.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to document plans and reports.
- Template feasibility reports, design specifications and construction plans.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPFGM6203 Manage sustainable tree inventory

Modification History

Release	Comment
1	Replaces superseded equivalent FPIFGM6203 Manage sustainable tree inventory which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the outcomes required to develop a tree inventory plan to manage an inventory of forestry timber assets. The unit applies to those people who manage forests for enterprises but may also apply to people who have responsibility for sustainable tree management in urban or rural enterprises.

The unit applies to job roles including Forest Auditor, Forest Planner, Environmental Manager, Environmental Planner Forest Sustainability Manager And Sustainability Manager.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS <i>Elements describe the essential outcomes.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Conduct risk assessment for managing tree inventory	1.1 Research and analyse sustainable tree management requirements. 1.2 Identify resources and site characteristics. 1.3 Research and assess external influences on tree inventory. 1.4 Identify risks and potential outcomes related to identified resources and site characteristics and document risk management strategy.
2. Obtain approvals for development of tree inventory plan	2.1 Consult stakeholders and obtain support for development of tree inventory plan and management approach. 2.2 Obtain approval for identified inventory plan and management approach.
3. Prepare tree inventory plan for sustainable forest management	3.1 Identify administrative tools, physical resources and recording methodology. 3.2 Identify forest estate and associated management requirements. 3.3 Forecast required human and financial resources to manage inventory. 3.4 Establish quality assurance practices for collecting, documenting and verifying data. 3.5 Clearly document plan and communicate to appropriate personnel.
4. Manage the implementation of tree inventory plan	4.1 Explain inventory plan requirements and responsibilities to participating stakeholders. 4.2 Provide stakeholder support to ensure quality outcomes and objectives are met. 4.3 Monitor finances and resources and maintain record keeping systems. 4.4 Monitor risks and implement contingency management processes.
5. Evaluate tree inventory	5.1 Collect, analyse and store data about tree inventory in line

ELEMENTS	PERFORMANCE CRITERIA
plan	<p>with organisational procedures.</p> <p>5.2 Identify and investigate variations in tree inventory outcomes and objectives.</p> <p>5.3 Consult appropriate stakeholders on variation between desired results and actual outcomes.</p> <p>5.4 Evaluate outcomes and processes against tree inventory plan.</p> <p>5.5 Prepare recommendations for future plans based on consultation and analysis.</p>

Foundation Skills

<i>This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.</i>	
Numeracy skills to:	<ul style="list-style-type: none"> Analyse complex numerical data involving areas, ratios, percentages, volumes, lengths and diameters.
Oral communication skills to:	<ul style="list-style-type: none"> Hold high-level consultative discussions to generate ideas for and negotiate content of tree inventory plans.
Reading skills to:	<ul style="list-style-type: none"> Interpret complex information in a range of source documents to research and develop tree inventory plans.
Writing skills to:	<ul style="list-style-type: none"> Develop and document comprehensive tree inventory plans. Report on effectiveness of inventory management approach and potential improvements including rationale for recommendations.
Planning and organising skills to:	<ul style="list-style-type: none"> Source, collect and organise a range of data to inform plan content. Plan and manage own timing and productivity to plan, implement and evaluate management of tree inventory.
Technology skills to:	<ul style="list-style-type: none"> Use a computer, keyboard and software to prepare plans and reports.

Unit Mapping Information

FPIFGM6203 Manage sustainable tree inventory

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

Assessment Requirements for FWPFGM6203 Manage sustainable tree inventory

Modification History

Release	Comment
1	<p>Replaces superseded equivalent FPIFGM6203 Manage sustainable tree inventory which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.</p>

Performance Evidence

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

- Develop a comprehensive written plan to manage sustainability tree inventory for a given site.
- Incorporate these inclusions in the plan:
 - risk management strategy to manage and minimise risks
 - quality assurance practices for collecting, documenting and verifying data
 - required data collection and administrative tools
 - required human resources and responsibilities
 - data recording methodology
 - recording and reporting procedures.
- For a specified period, analyse data and record and report on the following types of outcomes:
 - established growth rates
 - established volumes
 - forecasted outputs
 - forecasted sustainability
 - monitored sustainability
 - preserved forest sustainability.
- Evaluate the effectiveness of the tree inventory plan and complete a report including recommendations for improving future plans and tree management approach.

Knowledge Evidence

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

- Role of wood or waste products in generating renewable energy through biomass.
- Behavioural characteristics of a range of tree species.
- Silvicultural practices associated with management objectives.
- Key sustainability indicators for tree management.
- Key content and application of mensuration theory.
- Risks involved managing a sustainable tree inventory and methods used to minimise impacts, including:
 - biological
 - pests and diseases
 - weather and climate change
 - economic risk
 - erosion
 - fire
 - market failure
 - natural disaster
 - sabotage
 - water
 - structural failure.
- External influences and how they impact on managing a sustainable tree inventory, including:
 - international and Australian forestry and environmental standards
 - state, territory and local laws
 - advisory standards and codes of practice
 - land tenure and access
 - neighbouring tenure and access
 - habitat
 - cultural and heritage sites
 - agriforestry arrangements
 - fire management
 - data availability
 - human resource skills and availability.
- Purpose, features and application of inventory management tools, including:
 - measuring or diameter tapes
 - dataloggers and laptops
 - log sheets
 - compass
 - clinometer
 - height sticks
 - prisms
 - mobile GPS
 - maps
 - survey and title data
 - survey equipment
 - gantt charts

- flow charts.
- Key features and benefits of different recording methodologies, including:
 - dataloggers
 - log sheets
 - manual or electronic data transfer
 - analytical techniques and formulae
 - radio, UV, laser advanced technology
 - digital dataloggers and laptop computers
 - desk or field surveys
 - testing and calibration records.
- Organisational procedures specific to managing sustainable tree inventory:
 - communication reporting lines
 - database management and document control.

Assessment Conditions

The following resources must be made available:

- Computers, keyboards, printers and software used to document plans and reports.
- Administrative tools and equipment for managing sustainable tree inventory:
 - filing systems
 - field templates
 - operational manual
 - land access information
 - gantt charts
 - flow charts.
- Documents and commonly used proformas used to document risk management strategies and tree inventory plans.
- Organisational procedures for managing sustainable tree inventory.

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

Assessor requirements

Assessors must:

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

Links

Companion volumes available from the ForestWorks website -

<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

ICTSUS804 Use ICT to improve sustainability outcomes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to use ICT tools and technologies to improve sustainability outcomes for a range of industries through monitoring and reporting on greenhouse gas emissions.

It applies to individuals with a high level of autonomy who are excellent communicators with telecommunications and systems skills and management abilities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Design and manage a sustainability audit	<p>1.1 Use audit tool that reflects criteria of benchmark, nature of risks, relevant information and data types, evaluation of performance and legislative requirements</p> <p>1.2 Define scope, objectives and benchmarks for audit in consultation with relevant stakeholders</p> <p>1.3 Document requirements for audit resources, timing, schedule and responsibilities consistent with industry best practice and relevant standards</p> <p>1.4 Ensure collection strategies are objective and systematic, and that information and data is valid and reliable</p> <p>1.5 Report outcomes clearly and concisely, including benefits to be achieved by adoption of audit recommendations</p>
2. Monitor energy consumption and emissions	<p>2.1 Analyse requirements of National Greenhouse and Energy Reporting System (NGERS) and other relevant legislation and industry standards in relation to a range of industries and needs of specific organisations</p> <p>2.2 Identify links with functional areas and environmental management systems to ensure comprehensive information and data collection</p> <p>2.3 Determine hardware and software required for collecting, collating, analysing and reporting emissions-related information and data</p> <p>2.4 Factor requirement for an external audit into the monitoring proposal</p> <p>2.5 Critically evaluate energy consumption and emissions data</p> <p>2.6 Develop improvement strategies based on review of data</p> <p>2.7 Use industry best practice as quality benchmark</p>
3. Develop ICT solutions to improve sustainability outcomes	<p>3.1 Research and analyse mitigation and adaptation strategies appropriate for a range of industries</p> <p>3.2 Benchmark and document performance expectations in consultation with relevant stakeholders</p> <p>3.3 Develop and document technical specifications including hardware, software, networking, interface and security and hazard management requirements</p>

ELEMENT	PERFORMANCE CRITERIA
	3.4 Determine timelines, resources and costs for implementation and ongoing monitoring and maintenance 3.5 Analyse impact of ICT solution in relation to performance benchmarks 3.6 Analyse opportunities and develop recommendations to improve sustainability of enterprise products, services and processes 3.7 Present report for client sign-off

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.2, 2.5-2.7, 3.3	<ul style="list-style-type: none"> Identifies, analyses and evaluates complex textual information to inform sustainability solutions
Writing	1.2, 1.3, 1.5, 2.4, 2.6, 3.2, 3.3, 3.6, 3.7	<ul style="list-style-type: none"> Produces detailed reports and related documentation and develops recommendations using precise language and specialised terminology to convey understanding of outcomes
Oral Communication	1.2, 1.5, 3.2, 3.7	<ul style="list-style-type: none"> Articulates clearly using specific language suitable to client and stakeholder audiences to convey requirements, and uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 2.5, 3.4	<ul style="list-style-type: none"> Uses mathematical formulae to plan budgetary requirements and evaluate timelines for solution implementation and ongoing monitoring requirements Interprets complex energy consumption and emissions data to identify workplace improvements
Navigate the world of work	1.1, 1.3, 2.1	<ul style="list-style-type: none"> Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Get the work done	1.1-1.4, 2.2, 2.3	<ul style="list-style-type: none"> Develops flexible plans for complex, high impact activities with strategic implications involving diverse stakeholders with potentially competing demands Takes responsibility for defining key aspects of own workload, balancing own needs and priorities with those of the work group Systematically gathers and analyses all relevant information and evaluates options to make high-impact and informed decisions Considers strategic and operational potential of digital trends to achieve work goals, enhance work processes, create opportunities and reduce risks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTSUS804 Use ICT to improve sustainability outcomes	ICTSUS7235A Use ICT to improve sustainability outcomes	Updated to meet Standards for Training Packages. Recoded and minor changes to PC's to meet AQF requirements.	Equivalent unit

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=18

Assessment Requirements for ICTSUS804 Use ICT to improve sustainability outcomes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- audit and critically analyse patterns of energy use
- develop monitoring and reporting systems that comply with regulatory requirements
- develop a workable implementation strategy
- formulate solutions to improve sustainability outcomes
- develop benchmarks for reviewing and improving performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain auditing sustainability processes and practices
- discuss corporate social responsibility
- describe development processes and practices
- clarify hazard identification and control
- explain industry standards
- discuss the legislative framework underpinning sustainability
- summarise principles, practices and available tools and techniques of sustainability management relevant to a range of industries
- outline relevant international business and organisational standards
- discuss sustainability from a local, national and international perspective
- summarise sustainability including ecological, economic and social issues
- discuss technical performance measurements.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Telecommunications – Sustainability industry and include access to:

- relevant reports, legislation, regulations and standards
- suitable hardware, software, resources and equipment
- internet connection with suitable bandwidth
- relevant documentation including manufacturers' technical specifications.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion volumes available from the IBSA website:

http://www.ibsa.org.au/companion_volumes -

http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=18

MSACMT671A Develop and manage sustainable environmental practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed to identify opportunities for and make improvements in sustainable environmental practices in production, maintenance and logistics. Areas covered include efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of enterprises.
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Application of the Unit

<p>Application of the unit</p>	<p>This is the highest level sustainable environmental practices unit in the CM. In a typical scenario, there is a need to reduce <i>waste</i> in the <i>value chain</i>. Part of this is the cost of <i>environmental resources</i> to the process. Some of this is <i>necessary waste</i> but a large part of environmental resource use may be <i>unnecessary waste</i> and so should be totally eliminated. In order to make these savings, there is a need to analyse environmental resource use and cost in all its forms and then develop and implement plans for the more efficient use of energy.</p> <p>This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse resource use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient resource use. This unit also requires aspects of self management and learning to ensure feedback and new learning is integrated into the development of processes.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>	
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Employability Skills Information

<p>Employability skills</p>	<p>This unit contains employability skills.</p>
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance Criteria describe the performance needed to demonstrate achievement of the Element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse resource use	1.1. Identify all resource consuming processes 1.2. Determine quantity and nature of resource consumed 1.3. Analyse resource flow through different parts of the process
2. Develop resource conservation plans	2.1. Determine the efficiency of use/conversion of resources 2.2. Determine causes of low efficiency of use 2.3. Develop plans for increasing the efficiency of resource use 2.4. Check resource use plans comply with regulations/licensing requirements 2.5. Determine benefit/cost of plans
3. Investigate alternative sources of resource	3.1. Determine the function of the resource used 3.2. Develop a specification for function 3.3. Identify a range of sources for meeting that function 3.4. Determine benefit/cost for alternative resource sources
4. Develop plans for more efficient resource use	4.1. Compare benefit/costs for different alternatives developed 4.2. Rank proposals based on benefit/cost compare to limited resources 4.3. Check proposals meet regulatory requirements 4.4. Recommend proposals for improving resource efficiency
5. Implement selected plans	5.1. Liaise with relevant people to implement resource efficiency plans 5.2. Follow through to ensure implementation occurs 5.3. Monitor implementation and make adjustments as required 5.4. Check new resource usage to ensure improvements have occurred

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis
- mathematics
- communication
- problem solving
- data gathering.
- planning and organising

Required knowledge

- the '3Rs' - reduce, re-use, recycle
- regulatory/licensing requirements
- types and sources of resources
- methods of analysing resource efficiency for different resources
- alternative resources/alternative ways of achieving the same function
- principles of resource efficiency
- relevant regulatory/legislative requirements
- process needs for resources

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.</p>	
Overview of assessment requirements	The person will be able to analyse the resource use of any/all part/s of the process and determine if there are more efficient/cheaper ways of achieving the same result.
What are the specific resource requirements for this unit?	Access to an organisation seeking to improve its resource usage.
In what context should assessment occur?	Assessment needs to be conducted in an organisation where resource use is a significant cost component.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	<p>This unit is related to:</p> <ul style="list-style-type: none"> • <i>MSACMT271A Use sustainable environmental practices</i> - which covers the individual application level, and • <i>MSACMT670A Develop and manage sustainable energy practices</i> - which covers energy specific aspects.
What method of assessment should apply?	<p>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment.</p> <p>Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.</p> <p>The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.</p> <p>The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.</p>
What evidence is required for demonstration of consistent performance?	If evidence is from a major project to improve resource efficiency, then it may provide sufficient evidence. If evidence is from a number of minor improvements to resource use then a range of such improvements will be needed to provide

EVIDENCE GUIDE	
	sufficient evidence.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resources	Resources includes all raw materials and components as well as cooling water, process water, cleaning water, fuels, lubricants and other materials used in/required by the process.
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product.</p> <p>Within manufacturing, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items. <p>Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers.</p>
Necessary waste	Necessary waste is any activity or cost which does not contribute directly to customer benefit/feature in the product, and which cannot be avoided (e.g. regulatory compliance and fixed costs). Necessary waste cannot be eliminated but should be managed.
Unnecessary waste	Unnecessary waste is any activity or cost which does not contribute directly to customer benefit/features in the product and can be avoided. Unnecessary waste should be eliminated as quickly as practical.

Unit Sector(s)

Unit Sector	CM Tools
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Co-requisite units

Co-requisite units	
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Functional area

Functional Area	
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MSS015002A Develop strategies for more sustainable use of resources

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers identifying strategies for more sustainable uses of resources. The unit includes the identification of waste as defined in lean manufacturing (muda) as part of a strategy for achieving better sustainability outcomes in a process as well as quantifying theoretical and actual resource (including energy) consumption.

Application of the Unit

This unit applies inside organisations and their value chains and specifically applies to the use of resources as part of an overall response to improving sustainability. The unit has been developed with manufacturing operations as a focus. However, because of the range of organisations in a typical manufacturing value chain it may also be applied to other types of organisations.

The unit assumes that a decision to attempt to achieve more sustainable use of resources has already been made. The unit covers the skills needed for developing a strategic approach to resource use at the organisation or value chain level.

The unit does not cover the technical skills required to implement specific initiatives that may be identified as part of the strategic plan. However, there is a requirement to present and organise data. The complexity of this requirement will vary according to the type and scale of the organisation's processes. Where required, appropriate mathematics and statistics units should be selected from the MEM05 Metal and Engineering Training Package or other appropriate Training Package.

Where the carbon footprint (or water footprint or similar) of an enterprise or value chain is known, the unit can be applied to developing strategies for the reduction of that footprint.

It would typically be undertaken by a manager or technical specialist who had a major responsibility for sustainability as part of a broader work role, or sustainability may be their primary work responsibility.

For specific techniques covering the auditing of water, energy, emissions and transport, refer to relevant sustainability audit units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

- | | |
|---|---|
| 1 Quantify resource consumption | 1.1 Identify all significant resources used by process |
| | 1.2 Identify consumption measurements available for each resource |
| | 1.3 Determine consumption for each resource |
| 2 Quantify resource loss | 2.1 Determine theoretical consumption of each resource |
| | 2.2 Compare theoretical consumption with actual consumption |
| | 2.3 Determine loss (emission) for each resource |
| 3 Recommend strategies for reducing waste | 3.1 Short-list high emission process steps |
| | 3.2 Analyse process to identify emission steps or locations |
| | 3.3 Determine root cause of emission |
| | 3.4 Investigate methods for reducing emission |
| | 3.5 Develop strategies and recommendations for improvement |
| 4 Prepare resources use audit report | 4.1 Identify purpose of report and key stakeholders |
| | 4.2 Compile data, implications and recommendations |
| | 4.3 Consult with stakeholders as appropriate |
| | 4.4 Draft and present report |

Required Skills and Knowledge

Required knowledge includes:

- the concept of muda. Muda is usually summarised under the headings of the ‘seven wastes’ which include:
 - overproduction
 - delay/waiting
 - transportation
 - over processing
 - excess inventory
 - unnecessary motion
 - defects and rework
- methods of material balancing
- methods of energy balancing
- methods of comparing theoretical with actual resource consumption
- methods for mapping manufacturing processes and resources consumed
- methods of measuring actual resource usage
- concept of muda and muda categories
- muda reduction methods and strategies
- AS/NZS ISO 14000 Environmental Management Standards

Required skills include:

- calculating, manipulating and interpreting numerical data, including establishing series, means and averages, absolute and proportional material and energy usage per product or process, correlations and rates of change
- analysing and conducting root cause analysis
- calculating theoretical consumption of resources as the minimum amount of resources per product or process step as defined by the customer multiplied by the rate of production or process
- calculating actual consumption of resources per unit (e.g. per product, operation, site or value chain)
- writing technical reports
- consulting with technical experts and internal and external stakeholders

Evidence Guide

Overview of assessment	A person who demonstrates competency in this unit must be able to identify and quantify resources and waste in a process, recommend strategies to reduce waste and prepare a report with recommendations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different situations and contexts. Critical aspects of assessment and evidence include: <ul style="list-style-type: none"> • quantifying significant resource consumption and emission using materials balancing • identifying and consulting with stakeholders • developing strategies for reducing emissions • preparing and presenting a resources use report.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit of competency is to be assessed in the workplace or a simulated workplace environment. • Assessment should emphasise a workplace context and procedures found in the candidate's workplace. • This unit of competency may be assessed with other relevant units addressing sustainability at the enterprise level or other units requiring the exercise of the skills and knowledge covered by this unit. • The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.
Method of assessment	<ul style="list-style-type: none"> • In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. • Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. • The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work-like environment.
Guidance information for assessment	

Range Statement

Waste	Waste in this unit is used in the broader sense of ‘muda’ as used in lean manufacturing and the competitive manufacturing units of competency developed by Manufacturing Skills Australia (MSA)
Emissions	<p>Emissions means all materials which enter the process/site but which do not leave as part of the product and so includes:</p> <ul style="list-style-type: none"> • known or able to be physically measured emissions of: <ul style="list-style-type: none"> • gases, vapours and fumes • liquids • solids • assumed emissions through material balancing • assumed emissions through energy loss, including heat, friction and other energy conversion yield losses
Theoretical consumption	Theoretical consumption of resources is the minimum amount of resources per product as defined by the customer multiplied by the rate of production
Actual consumption	Actual consumption is the amount of a resource entering the value chain
Significant resources	<p>Significant resources includes resources which are deemed to be significant because they are:</p> <ul style="list-style-type: none"> • high volume • high value • high environmental significance • important to the product or process • covered by legislation or regulation • important to the enterprise <p>It need not include resources which are incidental to the activity and which are not otherwise significant</p>

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

MSS015003A Analyse product life cycle for sustainability

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers analysing the life cycle of an existing or a proposed product to inform sustainability related decision making.

This unit does not specifically cover design for sustainability which is covered by MSS015004A Design sustainable product or process.

Application of the Unit

This unit applies to analysing all aspects of a product, including its design, production, storage and distribution, use, and end of life reuse, recycling or disposal. This analysis may be undertaken to assist in improving the sustainability of a product or process.

This unit applies inside organisations and their value chains. The unit has been developed with manufacturing operations as a focus. However, because of the range of organisations in a typical manufacturing value chain it may also be applied to other types of organisations.

It would typically be undertaken by a manager or technical specialist who had a major responsibility for sustainability as part of a broader work role, or sustainability may be their primary work responsibility. The technologist may undertake this alone or as part of a team. The technical measurement of operational performance or measurement of emissions or other environmental impact is not covered by this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

- 1 Assess raw sources of material and resources
 - 1.1 Identify current or planned materials back to their source in the value chain
 - 1.2 Identify possible alternative materials/sources
 - 1.3 Assess the sustainability impacts of each material
- 2 Assess the production process
 - 2.1 Identify design brief for product
 - 2.2 Map out the current or planned process
 - 2.3 Assess the sustainability impacts of each process
 - 2.4 Assess the sustainability impact of each material on the process sustainability
 - 2.5 Identify possible alternative steps or processes
 - 2.6 Determine if alternative steps or processes maintain design brief while improving sustainability
- 3 Assess the product life and end of life disposal
 - 3.1 Determine sustainability impacts from steps to final consumer
 - 3.2 Determine sustainability impacts from likely uses and applications
 - 3.3 Determine sustainability impacts from final use or disposal at end of life
 - 3.4 Identify possible alternative steps to customer, use and disposal
 - 3.5 Determine sustainability impacts from these alternatives
- 4 Develop strategies to improve life cycle
 - 4.1 Identify alternative processes, logistics, usage and disposal with better sustainability impacts
 - 4.2 Determine requirements to implement these alternatives
 - 4.3 Determine benefit/cost for each alternative
 - 4.4 Select preferred alternatives

5 Prepare a recommendation for life cycle improvement

5.1 Consult with key stakeholders

5.2 Prepare a recommendation for improving product life cycle

Required Skills and Knowledge

Required knowledge includes:

- value chain for analysed products
- sources and uses of materials
- alternative sources of materials
- production process and sustainability impacts of process
- sustainability impacts of supply chain and delivery chain
- alternative ways of delivering value to customer
- cost-benefit calculation

Required skills include:

- communicating with stakeholders
- analysing processes, logistics, material usages, costs and benefits
- consulting on existing and alternative processes and materials
- preparing recommendations

Evidence Guide

Overview of assessment	A person who demonstrates competency in this unit must be able to identify determine the life cycle of a product, including resources and materials used in production, and be able to recommend improvements in product life cycle.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different situations and contexts. Critical aspects of assessment and evidence include: <ul style="list-style-type: none"> • identifying materials and their source in the value chain • identifying current and alternative steps in the production process and their sustainability impact • assessing sustainability impact to end of life • suggesting sustainability improvements at each stage of life cycle • analysing re-use and recycling options.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit of competency is to be assessed in the workplace or a simulated workplace environment. • Assessment should emphasise a workplace context and procedures found in the candidate's workplace. • This unit of competency may be assessed with other relevant units addressing sustainability at the enterprise level or other units requiring the exercise of the skills and knowledge covered by this unit. • The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.
Method of assessment	<ul style="list-style-type: none"> • In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. • Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. • The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work-like environment.
Guidance information for assessment	

Range Statement

Materials	<p>Materials include:</p> <ul style="list-style-type: none"> • both materials directly used and also materials which comprise components which are used • materials/resources which may be consumed to make a physical product • materials which may be consumed in delivering a service (e.g. fuel, energy and other consumables)
Design brief	<p>Design brief includes the aims and objectives of the original product design, including:</p> <ul style="list-style-type: none"> • regulatory environment • material specifications • production process • estimated and actual material and energy consumption • budget • timelines • product use and disposal assumptions • market assumptions, including target groups, product image and cost
Sustainability impact	<p>The sustainability impact of a product and process may include:</p> <ul style="list-style-type: none"> • carbon footprint of product and process • current and future availability of raw materials • current and future availability of energy • waste generation and disposal • efficiency of process • the extent to which the production process and product affects the environment, including effects on: <ul style="list-style-type: none"> • climate • quality of local air and water • ecology • noise • relationship with the local and broader community, (e.g. effect of operations on aesthetic appearance, preservation of heritage, and proximity to schools and religious facilities) • extent of regulatory oversight and cost of compliance
Product life cycle	<p>Product life cycle includes:</p> <ul style="list-style-type: none"> • the entire life cycle of a product through design, manufacture, service and disposal

Final use or disposal at end of life	Final use or disposal at end of life covers decisions and actions on: <ul style="list-style-type: none">• reuse for modified or different purpose• recycling of components• disposal
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Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

PSPPOL603A Manage policy implementation

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the interpretation of policy and the management of the policy implementation process. It includes interpreting and communicating the requirements of policy, and policy implementation.

In practice, the management of policy implementation occurs in the context of other generalist and specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and communicate requirements of policy	1.1 The expected outcomes of policy implementation are identified and explained to staff in a manner suited to their levels of understanding, experience and <i>specific needs</i> .
	1.2 <i>Policy</i> is interpreted relative to workplace responsibilities and accountabilities.
	1.3 The impact on <i>work activities</i> of policy implementation is communicated to staff.
	1.4 Staff are assisted with the interpretation of policy and its application to their work.
	1.5 Policy and its implications are explained to other stakeholders using language and materials to suit their current level of knowledge, experience and specific needs.
2. Implement policy	2.1 Potential or impending policy changes are identified and strategies are prepared to accommodate and communicate those changes
	2.2 Work plans are prepared in consultation with staff and management to ensure that policy is implemented as intended.
	2.3 Staff performance is monitored to ensure that it complies with policy and corrective action is taken as necessary.
	2.4 Staff are assisted in adjusting to changes in accordance with their needs and experience.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- interpreting complex and formal documents such as policy and legislation, and assisting others to apply them in the workplace
- using communication to suit different audiences
- responding to diversity, including gender and disability
- accessing legislation and codes of ethics electronically or in hard copy
- preparing work plans requiring attention to detail and the interpretation and application of complex language and/or concepts
- providing leadership to the workgroup in the interpretation and implementation of policy
- identifying and addressing the environmental and occupational health and safety implications of the policy/s to be implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- range and type of policies relating to the public sector
- public sector code/s of ethics and code/s of conduct
- organisation and government procedures
- equal employment opportunity, equity and diversity principles
- environmental and occupational health and safety implications of policy/s being implemented

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre -requisite* units that must be achieved prior to this unit:*Nil*
- *Co -requisite* units that must be assessed with this unit:*Nil*
- *Co -assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPMNGT604B Manage change
 - PSPMNGT605B Manage diversity
 - PSPMNGT606B Manage quality client service
 - PSPMNGT608B Manage risk
 - PSPOHS602A Manage workplace safety
 - PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of policy implementation in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- relevant policy and legislation
- public sector standards, procedures and protocols
- policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing the implementation of policy, including coping with difficulties, irregularities and breakdowns in routine
- management of policy implementation in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Specific needs may include:

- educational level
- preferred language
- literacy or numeracy
- cultural background
- ethnicity
- gender
- preferred interpersonal approach
- physical ability
- thinking/learning styles
- work experience
- working styles

Policy may include:

- government policy
- organisation policy

Work activities may include:

- processes
- outcomes
- priorities
- client services
- core business
- service delivery mode/s
- organisational structure

Unit Sector(s)

Not applicable.

Competency field

Policy.

PSPREG603A Manage and lead inspection and monitoring programs

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements to manage and lead inspection and monitoring activities in accordance with relevant Acts and regulations.

Typically work is at an experienced, self-directed level with responsibility for outputs and quality improvement. It includes determining inspection and monitoring program requirements, managing and leading inspection and monitoring programs, and managing reporting systems, information and training.

In practice, managing and leading inspection and monitoring programs may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation, managing diversity, managing risk, networking, implementing policy, managing client service, managing resources, etc.

This unit is one of five units in the *Regulatory* Competency field that deal with inspection and monitoring. Related units are:

PSPREG201A Carry out inspections and monitoring under guidance

PSPREG301A Undertake routine inspections and monitoring

PSPREG413A Undertake inspections and monitoring

PSPREG503A Supervise and carry out complex inspection

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine inspection and monitoring program requirements	<p>1.1 Outputs and performance indicators for programs, and <i>inspection and monitoring</i> responsibilities are determined in accordance with organisational requirements.</p> <p>1.2 Strategic, operational, technical, financial and administrative requirements are determined in accordance with organisational and task requirements.</p> <p>1.3 Operational and procedural assessments are undertaken in accordance with organisational policy and procedures and recommendations are made for quality improvement.</p> <p>1.4 <i>Legislation</i> and regulations are interpreted and recommendations are made on related policies and procedures.</p> <p>1.5 Risk management practices, occupational health and safety and environmental requirements are interpreted and explained to staff in accordance with their needs.</p>
2. Manage and lead inspection and monitoring programs	<p>2.1 Leadership is provided and <i>individuals</i> are assisted to deliver agreed outputs in accordance with the organisation's business requirements.</p> <p>2.2 <i>Inspection and monitoring</i> programs are managed and program performance, resources and expenditure are supervised in accordance with organisational requirements.</p> <p>2.3 Policy and procedures are developed for dealing with non-compliance through information, development/extension activities and prosecution in accordance with organisational requirements.</p> <p>2.4 <i>Compliance programs</i> are managed as required in accordance with set procedures and timelines.</p> <p>2.5 Implementation of the performance management system for inspection/monitoring staff is managed in accordance with organisational policies and procedures.</p> <p>2.6 Legislative requirements, risk management practices, occupational health and safety and environmental procedures are enforced in accordance with organisational requirements.</p>
3. Manage reporting systems, information and training	<p>3.1 <i>Records</i> management and reporting systems are managed in accordance with organisational policy and performance indicators.</p> <p>3.2 <i>High-level correspondence and advice</i>, submissions and reports are prepared in accordance with organisational requirements.</p> <p>3.3 Evidence is prepared in accordance with organisational policy and procedures for legal action under relevant legislation.</p> <p>3.4 Inspection/monitoring training is monitored and initiatives to</p>

ELEMENT

PERFORMANCE CRITERIA

improve staff performance are developed and implemented in accordance with organisational requirements.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- demonstrating leadership and performance management in the context of inspection and monitoring
- undertaking risk management and problem solving
- communicating with a diverse range of clients and staff
- responding to diversity, including gender and disability
- writing reports, submissions and Ministerial correspondence, requiring discretion and judgment to determine content and style audience approach
- dealing with referrals from other staff on matters that are more difficult, or of potential interest to external parties such as the media, public, political parties etc
- using computers for word processing and records management
- applying public sector legislation such as occupational health and safety and environment in the context of inspection and monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- interpretation, application, evaluation and review of enabling legislation and regulations
- performance and procedural assessment strategies
- performance indicators
- organisational policy and procedures
- inspection procedures
- monitoring procedures
- responses to complex/serious non-compliance
- elements of an offence
- rules of evidence
- equity and diversity principles
- workplace and industry environment
- public sector legislation including occupational health and safety, environment, privacy etc

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPLEGN601B Manage compliance with legislation in the public sector
 - PSPGOV602B Establish and maintain strategic networks
 - PSPMNGT602B Manage resources
 - PSPMNGT605B Manage diversity
 - PSPMNGT606B Manage quality client service
 - PSPMNGT608B Manage risk
 - PSPPOL603A Manage policy implementation
 - PSPREG601B Manage regulatory compliance
 - PSPREG602B Evaluate regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- performance at an experienced, self-directed level in managing and leading inspection and monitoring programs undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to inspection and monitoring
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing and leading inspection and monitoring programs

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing and leading inspection and monitoring programs, including coping with difficulties, irregularities and breakdowns in routine
- performance at an experienced, self-directed level in managing and leading inspection and monitoring programs undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Inspection and monitoring

may include:

- inspections/examinations
- monitoring
- surveillance
- audits
- remote monitoring
- other compliance assurance activities

Legislation may include:

- Commonwealth legislation and regulations, for example:
 - Commonwealth Quarantine Act 1908, proclamations and regulations
 - Crimes Act 1914 and Criminal Code Act 1995
 - Customs Act 1901 and regulations
 - Wildlife Protection Act 1982
 - Export Control Act 1982
 - Imported Foods Act 1996
 - Occupational Health and Safety Act 1988
- State, Territory and Local Government legislation and regulations, such as those relating to:
 - agriculture
 - horticulture
 - conservation and land management
 - fisheries
 - environmental protection
 - building
 - water
 - emergencies
 - international legislation/codes of behaviour

Individuals may include:

- inspection/monitoring staff
- other supervised staff
- contract workers
- consultants
- service providers
- super-ordinates

Inspection and monitoring activities may relate to:

- clients
- members of the industry
- members of the public
- personnel from other government departments
- aircraft
- airfreight
- animal products
- animals
- cargo
- cereals
- collection of biological specimens
- disposal of organic waste
- fresh produce
- goods
- land condition, such as:
 - topography
 - salinity
 - erosion
 - weed infestation
 - vermin infestation
 - fire hazard
 - over grazing
- land improvements, such as:
 - fences
 - buildings
 - sporting or playground equipment
 - irrigation infrastructure
 - sewerage infrastructure
 - waterfront occupations
 - community structures
- land usage
- leases and other tenures, to ensure compliance with conditions
- licence/permit compliance (e.g. vegetation clearing)
- live fish
- livestock
- mail
- mineral samples
- passenger baggage

- people
 - pests
 - plant products
 - plants
 - premises
 - properties
 - reserves and their use/s
 - survey activities to maintain readiness for district emergency plans
 - vector monitoring
 - vessels
- Compliance programs*** may include:
- audit
 - monitoring
 - treatment
 - containment
 - control
 - eradication
 - destruction
- Records*** may include:
- notes
 - case files
 - statistics
 - forms (application forms, disease notification forms)
 - notices (seizure notice, infringement notice)
 - invoices
 - receipts
- High-level correspondence and advice*** may include:
- input to policy reviews
 - input to legislation/regulations
 - support to senior management
 - Ministerials

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

SIRXFIN004A Manage financial resources

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement financial control systems. It involves controlling cost and budget, maintaining store accounting systems and developing and negotiating budget allocations.

Application of the Unit

This unit applies to personnel with managerial responsibility who maintain accurate accounting systems to successfully negotiate, develop and implement store budgets, and analyse and report on income and expenditure against budget targets, according to store policy and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Control costs.	<p>1.1. Implement cost reduction measures according to <i>store policy and procedures</i>.</p> <p>1.2. Assess and interpret <i>information</i> on costs and <i>resource</i> allocation.</p> <p>1.3. Encourage <i>team members</i> actively to control costs in their areas of responsibility.</p> <p>1.4. Promptly implement recommendations for improving cost reduction or <i>communicate to relevant personnel</i>.</p>
2. Control budget.	<p>2.1. Monitor and maintain expenditure within budget targets according to store policy.</p> <p>2.2. Compare actual income and expenditure to budget targets at regular intervals, according to store policy.</p> <p>2.3. Monitor, analyse and compare gross profit and loss figures by department or section and store, with budget targets.</p> <p>2.4. Monitor and analyse net profit figures, including floor space profitability, according to budget targets.</p> <p>2.5. Monitor and analyse stock turnover figures according to budget targets.</p> <p>2.6. Promptly inform relevant personnel, where potential occurs for budget under or overspend.</p> <p>2.7. Take prompt corrective action where significant deviations from budget occur.</p> <p>2.8. Negotiate necessary changes or allocations to agreed budget in advance of requirement.</p> <p>2.9. Ensure modifications to existing budgets are authorised according to store policy.</p>
3. Propose expenditure.	<p>3.1. Ensure estimates of costs and benefits are supported by valid, relevant information.</p> <p>3.2. Ensure final recommendations are supported by realistic alternatives and contain accurate, clear <i>proposals</i>.</p> <p>3.3. Ensure recommendations clearly indicate net benefits over designated timeframe and related changes in operations.</p> <p>3.4. Clarify contentious issues by further explanation.</p>

- 3.5. Compare estimates to actual costs and benefits to improve future proposals.
4. Maintain store accounting systems.
- 4.1. Manage and maintain store policy and procedures in regard to **record-keeping systems**.
- 4.2. Monitor and maintain store systems for recording sales figures, revenue and expenditure.
- 4.3. Monitor and maintain systems for recording and retrieving financial, personnel and payroll information as required by store policy.
5. Prepare store sales budgets.
- 5.1. Maintain store policy and procedures in regard to preparation of **budget or target figures**.
- 5.2. Compare, analyse, document and report budget and actual sales revenue and expenditure figures, according to budget targets and store policy.
- 5.3. Maintain accurate records on past sales budgets or targets according to store policy.
- 5.4. Present proposed budgets or targets accurately and concisely.
- 5.5. Justify variations to proposed targets and report according to store policy.
6. Negotiate budgets.
- 6.1. Conduct budget negotiations within a set timeframe and in a manner likely to promote good relationships.
- 6.2. Ensure budget negotiations reflect the overall store policies and objectives relevant to the manager's area of responsibility.
- 6.3. Seek clarification, where areas of uncertainty or disagreement occur.
- 6.4. Inform all relevant personnel promptly of budget decisions.
- 6.5. Present proposals clearly, concisely, in an appropriate form, and emphasising benefits to store operation.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
 - encourage team members to control costs
 - provide information to relevant personnel where potential occurs for budget under or overspend
 - negotiate budgets and provide information on budget decisions through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- time management skills to prepare, negotiate and complete budgets within set timeframes
- literacy and numeracy skills to:
 - write and present reports
 - compile and analyse budgetary figures

Required knowledge

- store policy and procedures in regard to:
 - financial management
 - resource utilisation
- store revenue
- capital and overhead costs
- interest rates
- pricing policies, including GST requirements
- cost of stock, materials and equipment
- staffing costs
- operational costs
- principles and techniques in:
 - interpersonal communication
 - monitoring resource utilisation and costs
 - analysing efficiency and effectiveness
 - cost-benefit analysis
 - differential analysis
 - risk analysis

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently negotiates, develops and implements store budgets according to store policy and procedures
- monitors, analyses and reports on income and expenditure against budgets according to store policy and procedures
- manages and maintains accurate accounting systems according to store policy and procedures
- develops and maintains store policy and procedures in regard to store sales budgets or targets.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- store or sample policy and procedures in regard to financial management
- an accounting system
- budgetary information
- a team involved in budget control.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- research project
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- financial management
- reporting mechanisms.

Information may include:

- resource utilisation
- capital and overhead costs
- interest rates
- stock, materials and equipment
- staffing levels
- operational costs.

Information may be obtained by:

- direct observation
- written reports
- numerical data.

Resources may include:

- people
- materials
- equipment and technology
- finances
- time.

Team members may include:

- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

Communication may be:

- formal and informal
- with individuals or groups
- written, faxed, emailed or spoken.

Relevant personnel may include:

- relevant managers
- supervisor
- team leader.

Proposals may include:

- profitability
- productivity
- quality of service
- environmental impact
- working conditions
- working relationships
- team motivation
- long-term goals
- short-term goals.

Record keeping systems may include:

- manual
- computerised.

Budget or target figures may encompass:

- sales
- cash flow
- net profit
- payroll
- staff expenditure
- capital
- maintenance
- advertising and promotion.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXQUA001A Develop innovative ideas at work

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace.

Application of the Unit

This unit applies to team members who are encouraged develop innovative ideas in the workplace. It requires the skills to interpret or observe a need and develop a detailed idea. It involves the creative generation and discussion of a number of ideas or solutions, accepting positive and negative feedback, and testing ideas in order to establish and present a workable outcome that meets the needs of the end user.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret the need for innovation.	1.1.Observe the need for <i>innovation</i> within workplace context. 1.2.Challenge assumptions about products and processes to identify opportunities for innovation. 1.3.Project possible future contexts and environments for the innovation. 1.4.Define <i>end user requirements</i> . 1.5.Identify <i>resources and constraints</i> . 1.6.Research <i>factors and ethical considerations</i> that may impact on the idea. 1.7.Access relevant <i>organisational knowledge</i> .
2. Generate ideas.	2.1.Conceptualise ideas using a range of <i>creative thinking techniques</i> . 2.2.Apply relevant knowledge to explore a range of approaches. 2.3.Seek <i>stimulation from alternative sources</i> . 2.4.Test ideas against brief and other factors. 2.5.Select preferred option.
3. Collaborate with others.	3.1.Develop ideas in conjunction with <i>relevant people</i> . 3.2.Seek and accept <i>feedback</i> from relevant people in an appropriate fashion. 3.3.Modify ideas according to feedback. 3.4.Maintain and utilise a <i>network of peers</i> to discuss ideas.
4. Analyse and reflect on ideas.	4.1.Analyse ideas from different perspectives. 4.2.Use appropriate strategies to capture <i>reflections</i> . 4.3.Examine ideas to ensure they meet context requirements, best practice and future needs. 4.4.Allow time for the development and analysis of ideas.
5. Represent ideas.	5.1.Select an appropriate <i>communication technique</i> for the target <i>audience</i> . 5.2.Develop the <i>presentation of the idea</i> with the audience in mind. 5.3.Present the idea to educate and inform the client.

- 5.4. Modify the idea according to client feedback.
- 6. Evaluate ideas.
 - 6.1. **Review** ideas using appropriate *evaluation methods* to ensure they meet required needs.
 - 6.2. Modify ideas as required.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
 - collaborate with others and represent ideas through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - work within teams
- analytical and lateral thinking skills to examine self and external factors

Required knowledge

- relevant technical knowledge
- broad industry and market knowledge
- organisational culture
- social, environmental and work culture impacts
- principles of innovation

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets the need for innovation in the workplace
- identifies resources and constraints and researches affecting factors when generating innovative ideas
- generates ideas using creative thinking techniques
- tests ideas against brief and other relevant factors
- presents and discusses ideas with relevant people
- seeks feedback and modifies ideas accordingly
- analyses and reflects on ideas to ensure they meet end user requirements
- presents ideas using appropriate communication methods
- reviews and modifies idea using appropriate evaluation methods.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as store policy and procedures manuals
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a detailed case study
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Innovation may include:

- generating new ideas or solutions
- developing new uses for old ideas and making them useful or a means of improvement.

End user requirements may refer to:

- who will be using the end product
- why the product or process is needed
- how will it be used
- advantages will it provide
- where it will be used.

Resources and constraints may include:

- time required
- costs
- equipment
- human resources
- work culture
- management practice
- technology needed.

Factors and ethical considerations may include:

- aesthetic requirements
- functionality
- information available
- WHS
- environmental considerations.

Organisational knowledge may include:

- technical knowledge
- information gained from books and audiovisual resources
- knowledge from different work areas
- information from work colleagues
- work processes
- product
- materials
- systems
- tools
- working conditions.

Feedback may be:

- formal or informal
- verbal
- in writing

Creative thinking techniques may include:

- in groups
- individual.
- brainstorming
- visualising
- making associations
- building on associations
- telling stories
- creative writing
- lateral thinking games
- mind mapping, drawings
- six thinking hats
- using prompts.

Stimulation from alternative sources may include:

- reading books and industry journals
- talking with colleagues and friends
- visiting art galleries and museums
- going to industry workshops
- networks.

Relevant people may include:

- colleagues
- team members
- supervisors
- managers
- the client.

Maintaining a ***network of peers*** may include:

- participating in forums
- participating in industry training
- attending workshops
- becoming a member of a network.

Capture of ***reflections*** may include:

- mind mapping
- assessing alternatives
- drawing comparisons
- imagining possible outcomes
- imagining best and worst case scenarios.

Communication techniques may include:

- writing a proposal
- building a model
- showing a film
- presenting a talk
- preparing a report
- drawing a diagram.

The ***audience*** may include:

- external contacts

Presentation of ideas may include:

- internal contacts, such as management and other team members
- groups or individuals
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- helping the client visualise and understand the idea
- actively listening
- asking questions
- accepting others opinions
- explaining the proposal
- clarifying details.

Formal review of the idea may involve:

- checking that the idea can be implemented
- that it meets the client and end user needs
- best practice
- financial requirements
- resource requirements.

Evaluation methods may include:

- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

TLIE4006 Collect, analyse and present workplace data and information

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to collect, analyse and present workplace data and information as part of workplace operations.

It includes identifying required information, analysing and preparing information for use, explaining information and presenting workplace information to others.

Work is performed under general or limited supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

E – Communication and Calculation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1 Collect required data and information

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Purpose of data and information collection is confirmed

1.2 Sources of data and information are established

- 1.3 Appropriate data and information is identified
- 2 Prepare data and information for use**
 - 2.1 Data and information is collated and analysed in accordance with workplace procedures
 - 2.2 Data and information are organised and presented in a logical manner
 - 2.3 Checks for accuracy are made
- 3 Explain information**
 - 3.1 Data and information collection and analysis is explained to others in a way that effectively contributes to workplace operations
 - 3.2 Outcomes of data and information analysis are presented to others using appropriate presentation modes and resources
 - 3.3 Questions are answered and appropriate clarification is given
- 4 Present workplace information**
 - 4.1 Information is processed and forwarded to appropriate personnel in accordance with workplace procedures
 - 4.2 Processed information is collated and stored in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE4006A Collect, analyse and present workplace data and information.

Links

TLI Transport and Logistics Training Package Companion Volume Implementation Guide at:
- http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=23

Assessment Requirements for TLIE4006 Collect, analyse and present workplace data and information

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating and working effectively with others when collecting, analysing and presenting workplace data and information
- completing relevant documentation
- identifying and using required communications and presentation technology
- monitoring and prioritising work activities in terms of planned schedule
- planning own work including predicting consequences and identifying improvements
- reading, interpreting and following relevant instructions and procedures
- working systematically with required attention to detail.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- presentation and communication techniques including barriers to effective communication and how to overcome them
- principles of effective presentation and communication of information
- protocols and procedures for the collection, analysis and presentation of workplace data and information using relevant technology
- relevant procedures and duty of care requirements
- sources of data and information and procedures for processing the information for workplace use
- typical presentation and communications problems, and appropriate action and solutions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

Links

TLI Transport and Logistics Training Package Companion Volume Implementation Guide at:
- http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=23

FWP Forest and Wood Products Training Package

Modification History

Not applicable.

Credit Arrangements

Qualification code	Qualification Title	Credit arrangement details
FWP60116	Advanced Diploma of Forest Industry Sustainability	At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion volumes available from the ForestWorks website -
<http://www.forestworks.com.au/skills-standards/skills-standards-and-qualifications/companion-volumes>

FWPSS00001 Skill set for forest and wood product innovation for leaders

Modification History

FWP R1

Generic unit BSBINN801A Lead innovative thinking and practice replaced by equivalent forest industry-specific unit in new standard format. Skill set code change from FPI to FWP.

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required by leaders to drive innovative practice and thinking to build a culture within the industry that enables new and emerging business opportunities.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units

- FWPCOT5207 Implement sustainability in the workplace
- FWPCOT8101 Lead forest and wood products industry innovative thinking and practice
- BSBINN501 Establish systems that support innovation
- BSBINN502 Build and sustain an innovative work environment

Target Group

Target group The skill set is targeted at leaders driving innovative practice and thinking within an organisation.

Suggested words for Statement of Attainment

Suggested words for These competencies from the FWP Forest and Wood Products
Statement of Training Package meet the industry requirements for leaders to drive
Attainment innovative practice and thinking to build a culture within the industry
 that enables new and emerging business opportunities.

Custom Content Section

Not applicable.

FWPSS00002 Skill set for forest and wood product innovation for managers

Modification History

FWP R1

Generic unit BSBMGT608C Manage innovation and continuous improvement replaced by forest industry-specific units in new standard format

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required to develop and implement strategic initiatives and foster continuous improvement within an organisation.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units

- FWPCOT5207 Implement sustainability in the workplace
- FWPCOT6208 Manage innovative thinking and practice in the forest and wood products industry
- BSBMGT616 Develop and implement strategic plans

Target Group

Target group The skill set is targeted at managers responsible for the implementation of strategic initiatives within enterprises.

Suggested words for Statement of Attainment

Suggested words for These competencies from the FWP Forest and Wood Products
Statement of Training Package meet the industry requirements to develop and
Attainment implement strategic initiatives and foster continuous improvement
 within organisations.

Custom Content Section

Not applicable.

FWPSS00003 Skill set for supporting forest and wood products innovation

Modification History

FWP R1

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the specialist skills and knowledge required to contribute to innovative thinking and practice through collaborative processes in the workplace.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units BSBCRT402 Collaborate in a creative process
SIRXQUA001A Develop innovative ideas at work

Target Group

Target group The skill set is targeted at enterprises and individuals required to contribute to innovative thinking and practice through collaborative processes in the workplace.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to contribute to innovative thinking and practice through collaborative processes in the workplace.

Custom Content Section

Not applicable.

FWPSS00004 Skill set for managing change in the forest and wood products industry

Modification History

FWP R1

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required to lead strategic direction and organisational change through planning and collaboration.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units BSBINN601 Manage organisational change
 BSBMGT616 Develop and implement strategic plans
 FWPCOT5207 Implement sustainability in the workplace
 FWPCOT6201 Manage community engagement

Target Group

Target group The skill set is targeted at leaders of organisations driving strategic direction through planning and collaboration.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to lead strategic direction and organisational change through planning and collaboration.

Custom Content Section

Not applicable.

FWPSS00005 Skill set for forest and wood products industry stakeholder engagement

Modification History

FWP R1

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required to build community relationships, manage community engagement and collaborate to support innovation.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units FWPCOT5208 Build and maintain community relationships
FWPCOT6201 Manage community engagement
BSBCRT402 Collaborate in a creative process

Target Group

Target group The skill set is targeted at enterprises and individuals who are responsible for building and maintaining community relationships through collaboration.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to build and maintain community relationships through collaboration to support innovation.

Custom Content Section

Not applicable.

FWPSS00006 Skill set for supporting workplace engagement in the forest and wood products industry

Modification History

FWP R1

BSBPMG414A Apply project information management and communications techniques replaced with new unit FWPCOT4208 Implement Workplace Sustainability Practices in new standard format

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the communication techniques and strategies required to support workplace engagement and collaboration.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units FWPCOT4208 Implement workplace sustainability practices
BSBCMM402 Implement effective communication strategies

Target Group

Target group The skill set is targeted at enterprises and individuals who are supporting workplace engagement and collaboration through communication techniques and strategies.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to support workplace engagement and collaboration through the implementation of communication techniques and strategies.

Custom Content Section

Not applicable.

FWPSS00007 Skill set for leading business development in the forest and wood products industry

Modification History

FWP R1

BSBRES801A Initiate and lead applied research replaced by forest industry-specific unit in new standard format

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required to lead innovation in the workplace through initiating strategic plans and establishing systems.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units FWPCOT8102 Initiate and lead a forest and wood products industry innovation
BSBINN501 Establish systems that support innovation
BSBMGT616 Develop and implement strategic plans

Target Group

Target group The skill set is targeted at enterprise leaders who are responsible for initiating plans and establishing systems to lead innovation in the workplace.

Suggested words for Statement of Attainment

Suggested words for These competencies from the FWP Forest and Wood Products
Statement of Training Package meet the industry requirements to lead innovation
Attainment in the workplace through initiating strategic plans and establishing
 systems.

Custom Content Section

Not applicable.

FWPSS00008 Skill set for managing business development in the forest and wood products industry

Modification History

FWP R1

BSBMGT608C Manage innovation and continuous improvement replaced by equivalent forest industry-specific unit in new standard format

Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required to manage innovation and continuous improvement in the forest and wood products industry.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units FWPCOT6208 Manage innovative thinking and practice in the forest and wood products industry

BSBWRK506A Coordinate research and analysis

TLIE4006 Collect, analyse and present workplace data and information

Target Group

Target group The skill set is targeted at enterprise managers who are responsible for developing and implementing plans and establishing systems to support innovation in the workplace.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to develop and implement plans and establish systems to support innovation in the workplace.

Custom Content Section

Not applicable.

FWPSS00009 Skill set for supporting business development in the forest and wood products industry

Modification History

FWP R1

AHCWRK505A Manage trial and/or research material and CHCPOL403C Undertake research activities replaced by forest industry-specific units in new standard format
Skill set code change from FPI to FWP

FPI11 V2

Primary release with FPI11 Training Package V2.

Description

This skill set provides the skills and knowledge required to undertake research to develop strategies for sustainable workplace practices and use of resources.

Pathways Information

Pathway These units provide credit towards FWP60116 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Skill Set Requirements

Units FWPCOT4208 Implement workplace sustainability practices
FWPCOT6209 Manage forest and wood products industry research
MSS015002A Develop strategies for more sustainable use of resources
TLIE4006 Collect, analyse and present workplace data and information

Target Group

Target group The skill set is targeted at enterprises and individuals to undertake research to develop strategies for sustainable workplace practices and use of resources.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to undertake research to develop strategies for sustainable workplace practices and use of resources.

Custom Content Section

Not applicable.